





Dr. Transides

ANNUAL REPORT

OF THE

TRUSTEES OF THE PUBLIC SCHOOLS,

FOR THE YEAR ENDING JUNE 30, 1845.

ANNUAL REPORT

OF THE

TRUSTEES OF THE LINDSEY SCHOOL

FOR THE YEAR ENDING JUNE 30, 1885

REPORT.

WASHINGTON, August 18, 1845.

*To the Board of Aldermen and
Board of Common Council :*

GENTLEMEN: In presenting their first report under the new School System, the Board of Trustees deem it proper to preface it with some explanatory remarks, lest the public mind might be misled, and thereby the beneficent objects of the system be injuriously affected.

On being duly informed of their election, the members of the Board assembled at the Mayor's Office, in the City Hall, on the 23d of December of last year, and were organized, the Mayor presiding as ex-officio Chairman of the Board. The Board then proceeded to the election of a Secretary, Wm. J. McCORMICK.

In assuming the duties assigned them, the members of the Board were necessarily led to a course of reflection on the new position in which they were placed in relation to a most interesting and important branch of the corporate concerns of the City. The testimonials of confidence thus bestowed by the Council in electing them to the honorable station of administrative guardians of the educational department of the City, naturally prompted them to survey the field of their prospective labors with the most anxious scrutiny, and to search assiduously for the best means and methods of accomplishing the object in view.

The previous history of Public School education in this City seemed to present but a limited source of information suitable for their guidance. The two schools then in existence were of ancient date, the offspring of an extensive philanthropy, from which, doubtless, many good fruits had been gathered in the instruction afforded to children in the humbler walks of life, who might otherwise have remained wholly un-

educated. But they were of an exclusively charity character, and designed alone for the instruction of orphan and destitute children. By a liberal disposition on the part of the administrative agents, however, there were admitted and educated in those schools the children of many persons in easier circumstances, and thus for many past years the schools were overcrowded with pupils, of whom it is hence believed a great number were not of that description or condition for whose instruction the schools were originally instituted. The motives which prompted these efforts to grant instruction to the greatest number were certainly creditable to the founders. Still, the results afford additional evidence of a long established truth, that beyond a certain limit, the speed of progress of each individual must be in the inverse proportion to the number of pupils to whom a teacher is required to give instruction, and that until new discoveries are made by which the means of imparting instruction to children can be greatly facilitated, it must be but a waste of means and effort to undertake public education with a proportion of pupils to one teacher greater than fifty or sixty. The united testimony of other communities which precede us in the career of public school instruction fully sustains the truth of this fact.

Although these schools were provided with good and competent teachers, the great number of pupils in regular attendance necessarily required more attention than it was in the nature of things possible for the teachers to bestow, and thus only the most elementary or primary branches of knowledge could be pursued, and those even with but poor success.

The changes which had taken place around us in the career of educational policy stimulated a generous effort on the part of the Corporation to substitute for the old schools a new system, calculated to be more efficient in its operation, without entailing the burden of additional taxation on the property of the City. To render a new system successful it was obviously necessary that it should operate on an enlarged scale of action, that the number of schools should be increased, and a number of teachers and assistant teachers provided, more commensurate with the number of pupils attempted to be taught. To effect this object, the means at the disposal of the Corpo-

ration for school purposes were insufficient. In order to supply this deficiency, the present school law wisely imposes a light tax on those who may receive the benefit of instruction, in the form of a small tuition fee, not to exceed fifty cents per month, with the humane exception of such orphans and others as may be really unable to contribute even this light imposition.

The Board of Trustees could not fail to appreciate the wisdom of this provision, as contained in the ninth section of the law. The tuition charge is light, and the application of it to the compensation of assistant teachers constitutes the most prominent and valuable—if not the very best—feature of the new system.

The task, therefore, of carrying this system into full practical effect was that to which the present Board had to address themselves. In commencing the discharge of their duties under this new system, the Board of Trustees were not entirely free from apprehensions that some obstacle might be presented tending to retard a complete and successful reformation of the old schools, and to bring them within the pay system. The brief experience of seven months' operation has but contributed to realize their fears in that particular.

In the school of the First District the number of pay pupils is not yet equal to what it ought to be. That of the Third District is still less encouraging, as will be seen by reference to Exhibit marked B.

The new school in the Fourth District, which has only been open one month, presents the most flattering proof of the favorable disposition of the people of that District to sustain the system to a successful issue. The Board indulge the anticipation of a no less favorable experience on the opening of the school in the Second District.

In regard to the two old schools, it is but just that allowance should be made for the fact, that as they were the only schools in which the poor children of the City could get free admittance, it may be fair to presume that the larger portion of that class of children without regard to proximity, had become pupils there to the exclusion of others, and consequently left fewer applicants for free admission to the new schools.

The Board will not, however, allow themselves to despair of better success hereafter. It not unfrequently happens in human affairs that it is more difficult to eradicate than to build up. When habits or prejudices are to be combatted, it requires time and perseverance on the part of the Trustees, and the co-operative influence of the citizens, and the Corporate authorities; with these, they cannot doubt of reasonable success.

One of the first acts of the Board, rendered necessary for the continuation of the schools of the First and Third Districts, was the appointment, of Messrs. JOSHUA L. HENSHAW and HUGH McCORMICK, respectively, as Teachers, at salaries of \$800 per annum. Subsequently, Dr. TOBIAS WATKINS was elected for the Second, and Mr. HENRY HARDY for the Fourth District, at the same salaries, to take effect at the commencement of the business of the schools. Mrs. HENSHAW was also appointed assistant Teacher of the first school, at an annual salary of \$250.

With respect to the code of Rules and Regulations adopted for the guidance of the sub-Boards and Teachers, and herewith submitted, marked A, it is but just to remark, that hitherto they have been found to work remarkably well, so much so, indeed, that not a single suggestion for their alteration in any particular, has been made by either of the sub-Boards or Teachers. It is not, however, intended by these remarks to assert that the Code of Rules is absolutely faultless or unimprovable, but only that they have proven fully adequate to present wants. Unceasing vigilance will, nevertheless, be had, in order to render the system as complete and perfect as it can be made. The classification and the books prescribed in these rules, it is believed, accord well with the views of the Teachers, and are, perhaps, as unexceptionable as any that could be offered.

The moneys appropriated for the payment of Teachers, and other objects under their control, have been duly applied. No funds remained to the credit of the Board for the payment of the Teachers for the month of July. An estimate of the amount necessary for the payment of salaries and incidental expenses for the ensuing school year, to the 30th June, 1846,

is herewith submitted in paper marked D. This estimate, it will be observed, anticipates the authority for the appointment of three assistant Teachers, two for the Second, and one for the Fourth School Districts. As there appears to be no reason to doubt that the receipts for tuition in those schools for the year will be more than equal to their compensation, this was judged the proper time to propose it. The Board can entertain no doubt of a willingness on the part of the Councils to confer the authority for their appointment. Some inconvenience is felt at present by the Teachers, in consequence of not being able to receive their compensation for their last month's service. To prevent an annual recurrence of this, it might be well to make the next appropriation for the payment of Teachers to extend to the 1st August, 1846. If it should be the pleasure of the Council to do so, it will only be necessary to add the amount of one month's pay to the estimate. On future occasions it may be proper to present to the Councils an estimate of the amount (prospective) that may be received for tuition, but at this early period there does not appear sufficient data on which to found such an estimate, notwithstanding the favorable expectations of the Board upon that subject. The members of the Fourth District seem to entertain no doubt of increasing the number of pupils in that school to one hundred and fifty in the course of next month, if so, and the proportion of pay pupils be equal to what it appears to have been last month, the receipts must exceed \$50 per month.

In the Second District, an excellent school house has been erected on a part of the Judiciary Square. It is of two stories in height, and thus afford separate apartments for the sexes, to the full number required by the law. Separate and extensive enclosures are provided for play grounds. It is presumed that this house and its furniture will be ready for the pupils by the 1st September, for which the gentleman elected to take charge of it is holding himself in readiness. The school house of the Fourth District, in which, as before noticed, one month's instruction has been given, is constructed of durable materials, and in size equal to the requirements of the law. It is situated on 6th street, square 494. The lot, which con-

Jefferson site, 6th st SW.

tains about 20,000 feet, has been substantially enclosed, so as to afford separate play grounds for the two sexes. From present indications it may be reasonably apprehended that some addition to this house will be rendered necessary before another year.

Whilst on this subject, it is deemed proper to remark, that the school house of the First District is too small, and is rendered more ineligible by not having sufficient ground for the most indispensable purposes, much less for the recreation of the pupils. If the present site and building could be exchanged for one within a short distance north, of more ample space, it would doubtless tend to promote the interests and prosperity of the School.

It cannot fail to strike the minds of the honorable members of the Boards of Council, that the planting of suitable shade trees around the newly erected school houses would contribute to beautify the sites, and to promote the comfort and health of the pupils, for which object it is to be hoped some provision will be made.

The Board would not fully perform their duty, if they closed this report without giving a brief notice of the examinations held in the First and Third Schools previous to the August vacation. The public were invited to these examinations, and a few persons other than the Trustees attended. It would, perhaps, be unfair to regard these examinations as a test of the efficiency of the new system, either in relation to the Code of Rules for the government of the Schools, the primary books decided upon, or the selection of the Teachers; all these are of too recent adoption, have been too short a time in operation, justly to deserve the credit or the censure which may be due to the results. Both the schools, it will be remembered, had been for many years in operation under the old system, and under the same teachers.

If there were errors in that system, which the Councils of the City have sought to amend by their new ordinance, it was scarcely to be expected that they should all be corrected, and the habits and customs of long standing should be broken up and new ones of better tendency framed within the short space of half a year. These things being considered, those of the

Trustees who attended the examinations, had reason to be abundantly satisfied, not only with the proficiency, but with the neat and orderly appearance of the pupils.

It will be proper to add that, in the First School, the sub-Board have deemed it expedient and useful to employ a Teacher of Music in addition to the other Teachers. It was not their design that he should interfere with the regular studies of the pupils, but they believed that two or three hours a week might be profitably employed in communicating to the children the principles of harmony, and they were willing, if the experiment failed, to take upon themselves the burden of the additional expense. Mr. J. H. HEWITT was engaged to attend the School for an hour on each of two days of the week, and a quarters' tuition in singing and in the rudiments of music was just expiring at the time of the examination. The attending Trustees take great pleasure in expressing their extreme gratification at the performance of Mr. Hewitt's pupils; and they are induced to believe from the very evident improvement in the deportment and manners of all who had partaken of his instructions, that great good might result from extending the experiment to the other schools.

It will open to the children a new, innocent, and attractive source of enjoyment, will greatly tend to refine their feelings and soften their manners, and impart to them a taste for amusements within the bosom of their families, which may become the means of saving them from many of the evil consequences of idling away their vacant hours in the streets. The additional expense the Trustees regard of too little importance to deserve weight in determining the propriety of the measure.

By order of the Board.

W. W. SEATON.

Books for the Fifth Class Kay's Reader, No. 2, Fowle's Spelling Book, and Emerson's Arithmetic, 1st Part.

23. The studies of the Fourth Class may be reading in Kay's Reader, No. 3, spelling in Fowle's Spelling Book, Arithmetic, (Davies' First Lessons) and writing on slates and on blackboards.

24. The studies of the Third Class may be reading in Emerson's Third Class Reader, spelling, writing, Davies' First Lessons in Arithmetic, Mitchell's Primary Geography, and Davenport's History of the United States.

25. The studies of the Second Class may be reading in the Mount Vernon Reader, spelling, writing, arithmetic, geography, Pictorial History of the United States, by Goodrich.

26. The studies of the First Class may be reading, writing, spelling, geography, Parley's Common School History, Smith's Grammar, Pierce's History of England.

27. The Fourth, Fifth, and Sixth Classes may practice writing on slates and blackboard. The First, Second, and Third in copy books. All writing books are to be filed for the examination of the sub-Board.

28. It being understood that there must necessarily be different degrees of proficiency among so many pupils, especially in the First, or highest, Class, such studies as may best comport with the pupils future distinction are allowed to be introduced, at the discretion of the Teachers, subject to the approval of the sub-Board; but, in all cases, before entering upon such studies, the pupil must pass, in the presence of the sub-Board, a satisfactory examination in the required studies of the School.

29. It is recommended to the Teachers in the respective Schools to have a general lesson each day, in which all the pupils may participate, to learn, by means of the blackboard, the composition of sentences, spelling, punctuation, the use of capital letters, simple exercises in linear and perspective drawing, outlines of countries, geometrical figures, science of forms, etc. etc.

B.

Exhibit of the number of Pupils of each sex in the First, Third, and Fourth District Schools, the terms of admission, receipts, and amounts yet due.

In the School of the First District, (per Teacher's report of Aug. 4, 1845,) it appears that the whole number of pupils enrolled on the School lists on the 30th of July was 167; those in actual attendance on that day were 151; of these 114 were males, and 37 females; of the whole number on the School lists, 27 are pay pupils, and 140 free; the monthly receipts for tuition, at 50 cents per pupil, was \$13 50.

In the School of the Third District, (per Teacher's report of 31st July, 1845,) there are in attendance 100 pupils, of whom 79 are males, and 21 females; of these only 5 are pay pupils, the remainder, 95, being free; the monthly tuition receipts \$2 50.

In the School of the Fourth District, (per Teacher's report of Aug. 1, 1845,) 96 pupils have been entered on the School lists, of these 90 were in actual attendance; of the 90 in habitual attendance 70 are males, and 20 females, of whom 65 are pay pupils and 25 free. The sum actually received from the pupils as tuition fees is \$20, but the further sum of \$10 will doubtless be collected on the first of the coming month. It is proper to remark that several pupils were admitted into this School but a very short period before the vacation, from whom, although classed as pay pupils, it was not deemed expedient to exact payment until the recommencement on the 1st of September.

C.

Statement of the cost of books, &c. distributed to the pupils of the Public Schools since January 1, 1845, to date.

Distributed to First School	-	-	-	-	\$95 75	
Third School	=	=	=	=	92 61	
Fourth School	-	-	-	-	47 00	
						\$235 36

The value of books, &c. in hand in the Schools and yet undistributed, are

In the First School	-	-	-	-	\$12 62	
Third School	-	-	-	-	10 75	
Fourth School	-	-	-	-	14 85	
						38 22
						<u>\$273 58</u>

The amount of money received in the several schools for books supplied, are

In First School	-	-	-	-	\$43 75	
Supposed yet collectible	-	-	-	-	15 75	
						\$56 50
In Third School	-	-	-	-		4 24
In Fourth School	-	-	-	-	\$21 25	
Due and collectible	-	-	-	-	20 00	
						41 25
						<u>\$101 99</u>

AUGUST, 1845.

D.

An estimate of the amount necessary for the support of the Public Schools, severally, for the year ending the 30th June, 1846.

FOR THE FIRST SCHOOL.

For payment of the Principal and Assistant Teachers	\$1,050 00
fuel - - - - -	20 00
books and stationery - - - - -	50 00
other expenses - - - - -	30 00
	<hr/> \$1,150 00

FOR THE SECOND SCHOOL.

For the payment of Principal Teacher, 10 months, -	\$666 66
two Assistants, 10 months, -	416 66
four stoves - - - - -	60 00
purchase of fuel - - - - -	40 00
books, maps, and stationery - - - - -	175 00
book-case, water vessels, six chairs, clock, hand-bell, &c. - - - - -	35 00
other expenses - - - - -	36 68
	<hr/> 1,430 00

FOR THE THIRD SCHOOL.

For the payment of Teacher - - - - -	\$800 00
fuel - - - - -	20 00
stationery, books, &c. - - - - -	20 00
other expenses - - - - -	20 00
	<hr/> 860 00

FOR THE FOURTH SCHOOL.

For the payment of Principal Teacher - - - - -	\$800 00
Assistant do - - - - -	208 33
purchase of fuel - - - - -	20 00
two stoves and fixtures - - - - -	35 00
books, stationery, and maps - - - - -	75 00
book-case, chairs, water vessels, bell, clock, brooms, &c. - - - - -	30 00
other expenses - - - - -	21 67
	<hr/> 1,200 00

Whole amount - - - - -	\$4,640 00
To which add this amount, now due for books and stationery	266 58
	<hr/> <hr/> \$4,906 58

*Report of the Annual Examination of the Pupils in the
School of the First District, with the Names of those who
have distinguished themselves in their respective classes.*

MALE DEPARTMENT.

First Class in Geography.—George C. Henning, H. Wailes Burroughs, John White, James Owens.

Second Class in Geography.—James Lewis, Lewis Denham, Wm. Barry.

Third Class in Geography.—Henry Fling, William Goldsborough, Daniel O'Brien.

First Class in Grammar.—William Fisher, George C. Henning.

First Class in History (General History of the World.)—H. W. Burroughs, George C. Henning, Charles Dexter.

First Class in History of England.—George C. Henning, James F. Owens, John Angel.

First Class in History of United States.—John Melson, Robert Leckman, James Robbins.

Second Class in History of United States.—James Croggon, Thomas Williamson, Joseph Burch.

First Class in Arithmetic.—John White, James Summers, G. C. Henning.

Second Class in Arithmetic.—John Barron, James Lewis, William Barry.

Third Class in Arithmetic.—George Gibson, Josiah Grant.

Fourth Class in Arithmetic.—George Collison, George Webster.

First Class in Reading.—Lewis Cass Robinson.

Second Class in Reading.—John Devaughn.

Fourth Class in Reading.—William Dodd.

Fifth Class in Reading.—Henry Croggon, Chapman Ourand.

Third Class in Reading.—William W. Sinclair.

The Principal of the School presents to the Board of Trustees and the Public the subjoined names of Boys who have distinguished themselves by an exemplary deportment—George C. Henning, James Lewis, Joseph Ourand, Lewis A. Bradley, Samuel Savage, Charles Owens, Catesby B. Burroughs.

FEMALE DEPARTMENT.

First Class in Geography.—Jane E. Bradley, Louisa Frances Henshaw, Mary E. Brown.

Second Class in Geography.—Emma Theresa Brown, Mary Jane Shinnors, Isabella Edwards.

First Class in History of United States.—Louisa F. Henshaw, Jane Eliza Bradley, Cornelia A. E. Tyler.

Second Class in History of United States.—Mary J. Shinnors, Isabella Edwards, Margaret Kelly.

First Class in Arithmetic.—Louisa F. Henshaw, Jane E. Bradley, Margaret Tenley.

Second Class in Arithmetic.—Julia Driscoll, Sarah Sheiks, Sarah Fisher, Edith Henshaw.

First Class in Reading.—Mary E. Brown.

Second Class in Reading.—Harriet Miller.

The Assistant Teacher presents the subjoined names of Misses who have distinguished themselves by amiability of deportment.—Jane E. Bradley, Mary E. Baker, Sarah E. Davidson, Sarah A. Sheiks, Sophia Bouvet.

THIRD DISTRICT.

Premiums were awarded to the following Pupils in the School of the Third District at the Examination on the 31st ultimo, per Teacher's report. It is but justice to remark that in many cases the premium was awarded by lot, in consequence of the apparent equal merit of the candidates :

For Multiplication Table—to Sarah Eaton, Jas. Pope, and Jos. Wood.
 Arithmetical Tables—to Mary Porter, John St. John, and Robert Ecton.
 First Class of Geography—to Col. Bryan, Sylvester Gates, and Jno. Lusby.
 Second do do —to Elizabeth Lusby and Ellen Anderson.
 First Class Practical Ciphery—to F. Ober, Syl. Gates, and Jno. Lusby.
 Second do do do —to Elizabeth Lusby and Virginia Bryan.
 Third do do do —to Sarah Cronin and Thomas Howe.
 Fourth Class Ciphery—to Thomas Davis and Thomas Gordon.
 Fifth do do —to James Doig.
 Sixth do do —to James Pope and George Dykes.
 Seventh do do —to James Connor and John Moulden.
 First Class Reading—to Sylvester Gates and Thomas Goldsmith.
 Third do do —to Benjamin White and Thomas Marche.
 Fourth do do —to Sarah Eaton and Margaret Kremer.

TRUSTEES OF THE PUBLIC SCHOOLS.

From the First District.

ROBERT FARNHAM. GEO. J. ABBOTT, THOMAS HARTLY.

From the Second District.

PETER FORCE, THOS. DONOHO, J. C. McKELDEN.

From the Third District.

NOBLE YOUNG, WM. M. ELLIS, JOHN P. INGLE.

From the Fourth District.

THOMAS BLAGDEN, IGNATIUS MUDD, AARON MILLER.

ANNUAL REPORT

OF THE

BOARD OF TRUSTEES OF PUBLIC SCHOOLS,

TO THE

CITY COUNCILS,

AUGUST 24, 1846.

ANNUAL REPORT

OF THE

BOARD OF TRUSTEES OF PUBLIC SCHOOLS

OF THE

CITY OF CHICAGO

1881-82

ANNUAL REPORT
OF THE
BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS,
TO THE
CITY COUNCILS.

AUGUST 24, 1846.

GENTLEMEN: For the condition and operations of the four Public Schools of the city during the past year, the Board of Trustees respectfully refer to the annual reports of the several sub-boards, transmitted herewith. It will be seen that all the schools have been in continued and (as far as their organization will admit) successful operation throughout the year. There has been manifested in the public mind a greatly increased interest in the success of a system of public instruction; an evident appreciation of the importance, and a demand for the benefits to be derived from it, much beyond the ability of the Trustees, under the existing laws, to afford. The applications for admission into the schools, beyond the limited number that could be accommodated, have been very numerous; and it has been amongst the most painful of the duties devolving upon the Trustees, to refuse the means of instruction to large numbers of the children of the city, whose parents, although anxious for the education of those committed to their charge, were unable to defray the expenses of private instruction.

As the act constituting the Board makes it their duty to recommend to the Councils such modifications and improvements as their experience and observation may suggest, the Board would respectfully invite the attention of the Legislative Council to the primary importance of such a modification or extension of the system as shall confer the benefits to be derived from it as equally as practicable upon all the children within the limits of the corporation. Although the founders and friends of the existing system are deemed to be justly entitled to the public gratitude, and although it is conferring upon the community incalculable blessings, by affording the means of intellectual culture to hundreds of rational and immortal minds, which must otherwise grow up in comparative ignorance and consequent degradation, still it must be admitted to be partial and unjust to withhold similar advantages from

another and still larger portion of those having equal rights and equal claims to the care and beneficence of the public authorities.

It is evidently unjust and oppressive *even to educate* one portion of the community at the public charge, to the entire exclusion of the other portion having precisely the same claims. This has been a source of much anxiety to the Trustees in administering the existing law. The children of one family, being entitled to the benefits of the school, are admitted at the commencement, and being diligent, and conducting with propriety, must they not be continued? The children of another family, in precisely similar circumstances, ask admission, and are answered, that no more can be received. These are doomed, not only to remain in ignorance of that knowledge, which is so indispensable to their usefulness and respectability in life, after having supplicated it, with swimming and uplifted eyes, at our hands, but perhaps to be turned into the public streets, to acquire habits of idleness and consequent vice, or to slake their laudable thirst for knowledge from the noxious fountains to which access is but too easy. So important is this subject deemed in several of the States of the Union, that, after having provided ample means for giving twelve years of instruction to every child within their limits, their principal anxiety is to induce the attendance of the few who do not appreciate their advantages. It has ceased to be a question whether all necessary means should be furnished; the only questions being, how much is required for the full accomplishment of the great object of universal education, and how it shall be so applied that the commonwealth shall not be endangered by an ignorant and vicious population? Within twenty years of the first settlement of the colony of Massachusetts Bay, in the then unbroken wilderness of New England, (whose name and glory for successful enterprize have long since filled the world,) not only had they established schools in every place where a little cluster of "log cabins" denoted that the successors to the great inheritance before them were being reared, but they had laid the solid and enduring foundations of a University, which has been, and still is, the revered *Alma Mater* of so much of the learning and patriotism of our common country.

It is not to be doubted that much of the enterprize and well directed energy of the early settlers of our country, which has become so universally diffused over its broad surface, and given so decided and successful a character to its institutions, is to be attributed to the just appreciation of the value and importance of general education. Every intellect is capable of a degree of development which will enable it to add something to the momentum of the national progress.

History and experience prove that the greatness and prosperity of a nation is the exact measure of its intellectual development. The same is true in regard to all smaller communities.

The number of children in this metropolis between the ages of five and fifteen, for whom the means of education should be provided, on the basis of the last census, is about five thousand. The four public schools now in operation are capable of receiving about seven hundred pupils.

The great disparity between the means provided and the object to be attained is sufficiently obvious. And if it is the duty of the city authorities to provide instruction for one-seventh of the children in the city, can it be consistent with their responsibilities to leave six-sevenths entirely destitute of all means for acquiring even the first rudiments of education?

The appropriation from the *general and school funds* for the support of the four public schools for the last year amounted to about three thousand seven hundred and seventy dollars, all of which has been expended, under the direction of the Board of Trustees, as required by law. The above ~~seven~~, if apportioned amongst those having an equal and just claim to its share, would give to each a little less than one dollar. But under the existing system, *six* are entirely excluded from all participation for every *seventh*, who is made the fortunate recipient of the whole amount.

In order to remedy, to some extent, the defects in the existing system above alluded to, the Board would respectfully suggest that ten primary schools be established, in addition to those now in operation; each to be placed in charge of a single female teacher. And, with the view of testing the utility of the suggestion, and at the same time avoiding a large outlay of money for erecting suitable school-houses, it is the opinion of the Board, that appropriate rooms should be hired for the present use of these schools. It is estimated that the annual expense of these schools would be, for 10 teachers at \$250 each, \$2,500; rent of 10 school rooms at \$75 each, \$750; fuel and incidental expenses, say \$25 each, \$250; making a gross expenditure of \$3,500 a year, and furnishing the means of instruction to six hundred additional children. [It may fairly be estimated that of the above amount, \$3,500, about \$900 would be paid by the tuition fees of the pupils, so that the increased expense to the city would be but \$2,600.] This, it is thought, would, to a considerable extent, answer the demand for that class of schools; whilst it would, at the same time, relieve the present schools of a large number of small children now crowded into them, to the great interruption of the progress of those who are sufficiently advanced for proper classification.

It is the deliberate opinion of the Board, that these primary schools are of paramount and fundamental importance, and indispensable to the successful operation of the school system.

The experience and judicious Superintendent of Rhode Island Public Schools very justly remarks, "that the failure to employ females as teachers in the public schools is an evidence of want of prudence in applying school funds, "and of the low appreciation of their *peculiar talents* as teachers—their more gentle and refined manners—purer morals—stronger interest and greater tact and contentment in managing and instructing young children—and of their power, when properly developed, of governing even the most stubborn minds by moral influences. He adds, "that two-thirds of all the schools he had visited would have been better taught by female teachers, who could have been employed

Sum

at half the compensation actually paid to male teachers." These remarks are believed to apply with full force to the public schools of this city. Suitable female teachers are unquestionably competent to teach and manage nine-tenths of all the children now in our public schools, and as the great deficiency in our school fund would seem to demand the most prudent and economical expenditure, *such a modification of the existing system as will secure the employment of several female teachers is earnestly pressed upon the consideration of the City Councils.*

Or, it may be deemed advisable to reorganize the whole system, making the proper distinctions of primary and grammar schools, suited to the ages and advancement of the children, and making the former sufficiently numerous to receive all that might desire to attend. Although by this the aggregate cost might be somewhat increased, the expense of educating each child would be greatly diminished.

If but one grade of schools is to be supported, the *primary schools*, under suitable female teachers, have greatly the advantage, both on the score of economy and adaptedness to the wants of our city. They are the *basis*, the *sine qua non*, of every well organized school system. If the *alphabet* be taught, there is ground of hope that further acquirements will be achieved—but without that, all beyond is impracticable and hopeless. Does not patriotism and duty demand that we shall extend to the thousands of children, who are soon "to fill the places we now fill," at least so much aid as will enable them to take this first and indispensable step in the acquisition of knowledge?

It is believed that the City Charter fully authorizes the imposition of a special tax for educational purposes; nor can it be doubted that every patriotic citizen, every one who has at heart the prosperity of his country and the happiness of his race, would submit most cheerfully to a very inconsiderable contribution for the accomplishment of so great and philanthropic an object.

During the late session of Congress, the Board of Trustees appointed a committee to confer with the committees of the two Houses as to practicability of obtaining a grant of public land, the proceeds to be devoted to the aid of the public schools in this District. The committee reported that the application was favorably received; and although from the quantity of other District business previously before the committees, no final action could be obtained, assurances were given, that at the next session, the subject should be favorably considered.

Through the politeness of the Directors of the late National Fair, the pupils were invited to the exhibition, which they accepted, and, with the trustees and teachers, attended in a body. It was pleasant to witness their bright and happy and wondering faces as they looked round upon the brilliant collection which adorned the hall. They afterwards marched to the Capitol and were presented by the Mayor to the Committee of the District, and many of the Representatives. The neat, well-dressed, healthy appearance of the pupils, and their correct deportment elicited many encomiums from those who saw them. Many members promised to do all in their power to aid the schools of the city by procuring a donation of land, or otherwise assisting them.

The examination at the close of the schools previous to the present vacation indicated an interest and success in their operations very gratifying to those who were able to attend them. At the conclusion, premiums and medals were awarded to such pupils as had merited, by their punctual attendance and exemplary conduct, the approbation of their teachers and of the Board. By a special vote of the Board their names are reported to the Councils as a further mark of approbation, and an incentive for the future. Music was taught a part of the year in the schools of the 1st and 2nd districts, much to the satisfaction of the teachers and the evident improvement of the pupils. The public concerts of those schools, at which were sung many selected and original pieces under the direction of their accomplished teacher, Mr. Hewitt, were listened to by large audiences with great pleasure. The favorable consideration of the recommendation in the estimates in relation to Music is requested by the Board.

The appropriations for the support of the schools to the 30th of June last, have all been applied; leaving the salaries of the teachers for the month of July unpaid. The propriety of making the appropriation in time for the punctual payment of the teachers as their salaries are earned and become due, is respectfully suggested.

The necessity of more suitable school-houses in the first and third districts, as stated in the last report of the Board, is again urged upon the consideration of the Council.

Should no alteration be made in the existing law, the accompanying estimate for appropriations for the support of the present schools is submitted.

ESTIMATES FOR 1846-7.

The estimated amount necessary to be appropriated for the support of the several schools, for the year ending 30th of June, 1847; and including sundry special items of expense, which it is no less necessary to provide for, is exhibited in the following statement, viz:

FOR THE SCHOOL OF THE FIRST DISTRICT.

For compensation of principal teacher	\$800 00
purchase of fuel	30 00
books and stationery	50 00
incidental purposes, and to make up for deficiencies in the last year's appropriation	70 00
	<hr/> \$950 00

FOR THE SCHOOL OF THE SECOND DISTRICT.

For compensation of principal teacher	\$800 00
the purchase of fuel	40 00
books, maps, and stationery	125 00
incidental and contingent expenses	50 00
planting trees, grading and gravelling walks	\$100 00
repairs of building, &c., &c.	100 00
	<hr/> \$1,215 00

FOR THE SCHOOL OF THE THIRD DISTRICT.

For compensation of principal teacher	-	\$800 00
the purchase of fuel	- - -	20 00
books and stationery	- - -	50 00
incidental expenses	- - -	30 00
repairs to school house and appendages	-	100 00
		<hr/> 1,000 00

FOR THE SCHOOL OF THE FOURTH DISTRICT.

For compensation of principal teacher	-	\$800 00
books and stationery	- - -	50 00
fuel	- - -	20 00
incidental expenses	- - -	30 00
		<hr/> 900 00

For deficiencies in last year's appropriation for stoves, &c., \$7 90; books and stationery, \$16; incidental expenses, \$12 10	-	36 00
shade trees	- - -	30 00
six window shutters to school house	-	30 00
to pay an account due William Wise for gra- ding and graveling around the school house, in 1845	- - -	22 00
		<hr/> 118 00
		<hr/> \$1,018 00

For compensation in full of Teacher of Vocal Mu- sic to 30th June, 1846, in the 1st and 2nd Districts	- - -	125 00
salary of Secretary of Board of Trustees for one year and half to 30th June, 1846	-	75 00
contingent expenses of Board of Trustees		100 00

It is believed that the sum stated in the above estimate, will be sufficient for the objects stated: relying on the means to be derived from tuition charges for the compensation of the assistant teachers which are now or may be employed within the year, according to the provision of the 2nd section of act of the Council, *for the support of the several Public Schools*, approved Oct. 1st, 1845.

It will be necessary to provide for the compensation of the Secretary of the Board of Trustees, which by law, is \$50 per annum; but it is proper to remark, that there was due to the secretary a half year's pay on the 30th of June last, he having served eighteen months, to that date, and having only received the \$50 as provided by the act before mentioned. In view of which it would be proper to insert for that object \$75. It is also desirable that a small contingent sum, should be provided for the Board of Trustees.

To avail themselves of the knowledge and progressive experience of those who are marching before them in the educational and moral in-

struction of youth, it has been deemed proper to supply the members of the Board, and the principal teachers of the schools, with some of the school reports of the New England States, and periodicals and essays, on educational and public school subjects. Some little printing is also found necessary, such as circulars, cards, tickets &c., for which purpose one hundred dollars would probably be sufficient.

The Board also respectfully recommend that whenever the Sub-Board of any District deem it expedient and proper, they may be authorized to employ a Teacher of Vocal Music, whose compensation shall not exceed \$25 per quarter, to be paid in the same way as the appropriations of the bill for support of schools.

By order of the Board of Trustees.

W. W. SEATON, *President.*

2

Average for the year

	231	331	668	2161
Fourth District School	82	80	132	61
Third District School	11	108	111	20
Second District School	303	43	348	221
First District School	23	138	480	
Location			of pupils Total No.	Received

stationery.

and the amounts collected from the 30th of June, 1812, to 31st of June, 1813, are shown in the public schools on the 31st of June, 1813.

Returns of the number of pupils in the public schools on July 31st, and whether pay or free, and the amounts collected from the 30th of June, 1845, to 31st of July, 1846, for books and stationery.

Location.	Pay pupils.	Free pupils.	Total No. of pupils.	Receipts for books.	Receipts for tuition.	Total received.
First District School -	52	128	180	\$51 88	\$213 79	\$265 67
Second District School -	203	43	246	50 32	440 79	491 11
Third District School -	11	106	117	20	60 49	60 69
Fourth District School -	*65	*60	125	61 68	318 04	379 72
	331	337	668	\$164 08	\$1,033 01	\$1,197 09

* Average for the year.

REPORT OF THE SUB-BOARD OF TRUSTEES OF THE FIRST SCHOOL DISTRICT
TO THE GENERAL BOARD, AND ESTIMATES FOR THE NEXT YEAR.

Condition of the First Public School.

In accordance with a resolution passed at the last meeting of the Board of Trustees, requiring from each Sub-board a statement of the condition and wants of each school, the following report is respectfully submitted by the Trustees of the First District:

We feel it due to the Principal and Assistant Teacher, to bear official testimony to the fidelity, zeal, and assiduity with which they have performed their arduous duties. Their labors have been long and untiring, not limited by the required hours of teaching, or confined to the school-room. The number of pupils is so large, that it is impossible to do them justice without commencing earlier and continuing later in the evening the exercises of the school, than is proscribed by the school regulations.

As opportunity has presented they have explained to the parents of the pupils the change in the school system, the provisions of the law of December 6th, (it being much misunderstood and misrepresented,) and commended its present and prospective advantages. There has been consequently a gratifying and visibly increasing interest on the part of the parents, which is manifested by the neat, cleanly, and well dressed appearance of the pupils, more regularity and greater punctuality in attendance, deeper interest in their studies, and a gradual increase in the number of pay pupils.

Much additional labor has been imposed upon the Principal Teacher by the school regulations, designed to carry out fully and effectively the law of December 6th, 1844. These increased duties have been punctually and faithfully performed to the entire satisfaction of the Sub-Board. We think we hazard nothing in asserting, that the school has never been in so good a state as at the present time. In our visits to it, we have been pleased to notice the improved order and respectful deportment of the pupils, and their advancement in their studies. It is the more gratifying, as we are enabled to state, corporeal punishment is never used in the female, and very rarely in the male department.

We have watched with much interest the effect of requiring a tuition fee from those who are able to pay it. We were not among the early friends of that clause of the school law; we would gladly see, as in some portions of our country, our schools open to all, the rich and the poor alike, supported by taxation, assessed according to the valuation of the property of every citizen, and not a charge chiefly upon the parents who have children at school; the equality of all men is the theory of our institutions, political and civil. The rich, then, should give of their abundance, and the poor bestow their mite to promote universal education, so intimately connected are their destinies under a republican form of government. Its preservation depends up-

on the intelligence and morality of the citizens, and it is a necessary duty, that provision be made by those who have the power to educate all, so that every citizen shall be qualified for the various offices and relations he may be required to sustain.

In this city, the 1st and 3d Public Schools were so long schools open only to the indigent poor, that there existed in the minds of many parents a prejudice against them as charity establishments, and an unwillingness to send their children to these when the new system went into operation. At first, very few pay pupils were received, and most of those belonging to the school seemed "obviously unable" to pay the tuition fee required. Consequently, the Sub-Board were led to make the report* that accompanies this, in May, 1845, and to apply to the City Councils for relief; an appropriation was made for the salary of the Assistant Teacher for six months. This, together with the purchase of new books, and especially the introduction of music, had a favorable effect. Time was given for the existing prejudice in some measure to subside, extend the knowledge of the new system, increase the interest both of parents and pupils in the school, and pupils were gradually added to the pay list. The receipts on account of tuition this year will be nearly sufficient to defray the salary of the Assistant Teacher without extra appropriation. The receipt for the first six months were but \$28. In the 2d and 4th Districts, where the new schools went into operation, the prejudice, to which we have alluded, did not exist. The number of pay pupils was at first very large. As the system is better understood, it is seen whatever is paid by the pupils defrays the expense of additional instruction, and of course adds greatly to the advantage of the school; so that many of our most opulent and respectable citizens now encourage the public schools, not only by their influence, but give them the more impressive sanction of sending to them their children. They are not now understood to be schools for the poor only, but open alike to all the children of the citizens. This is the true light in which they should be viewed, and considered under this aspect; and, remembering the prejudice that was felt so strongly against the former schools, or rather system, it is perhaps the dictate of sound policy to keep up and extend the present system till the great doctrine of universal education, and education in *Public Schools*, be fully established. Should there be recourse to increased taxation, or sufficient aid obtained from Congress, the present tuition fee may be gradually reduced or discontinued. The popularity of the system is shown by the crowded condition of the present schools. The trustees have been unable to admit all who have applied. As vacancies have occurred, the first on the list of applicants have been admitted, whether they happen to be free or pay pupils. Not a doubt exists in our minds of the need and importance of additional school buildings, and that the cost would be saved to the city, within two years after their erection, for the reasons assigned in the financial statement, at the close of this report.

*Submitted to the Councils but not printed.

Notwithstanding our first impressions, to which we have already alluded, we feel convinced the system has worked well in the 1st District. The school is always full, the interest both of parents and pupils increased, and the general tone and feeling improved and elevated. When the Sub-Board ascertained last winter that the Assistant Teacher could no longer be paid from the General Fund, the pupils and their parents were informed that provision was made by the city for one Teacher only, and, unless a sufficient amount of tuition was raised for the salary of the Assistant, the number of pupils must necessarily be reduced. We felt bound to take this course in order to carry out the law of 1844, and prevent disappointment and complaint. At once, many who had never paid anything, entered their children as pay pupils. Much anxiety was felt by the girls lest they should lose the services of their teacher, which must be regarded as evidence of the high appreciation in which she is held, and the attachment of her pupils. We deem it but just to state that we feel convinced she would have continued to discharge the duties of a teacher, even without compensation, (as she did for six months in 1844, and, for which we think she has a just claim upon the city,) rather than permit the dismissal of her pupils from the school. The interest excited by the introduction of Vocal Music had also a beneficial effect, by presenting a new inducement to the parents to continue their children at school.

II.

The Examination.

Knowing, as we did, that two teachers only had the care of an hundred and eighty pupils, crowded in one room, without those conveniences for study, comfort, and recreation, that every school should possess, we were not prepared for the improvement and proficiency that really existed.

The classes in Reading appeared well, having a clearness and distinctness in enunciation, the effect undoubtedly in part of their exercises in music and declamation. Many, who were learning their letters a few months since, now read with considerable ease. In Geography the classes showed much familiarity with the text and the outline Maps. The classes in History appeared to advantage. Considerable progress had been made by some of the pupils in Grammar and Arithmetic. We could not fail to see that a generous spirit of emulation had been excited among the pupils, not so much to excel their classmates as to be well grounded in their studies. We were gratified in witnessing the sympathy, courtesy, and diligence that prevails among the pupils, and particularly in the female department.

III.

The Exhibition.

We were much pleased to witness, on the evening previous to the distribution of medals and premiums, an exhibition by the children in

Elocution and Music. It was very creditable to them, and to the accomplished lady, a visitor in the city, who kindly assisted in the task of preparing the pupils for the exhibition. The school-room was well filled, and the audience evidently gratified with the performances. While we would not encourage such exercises to the neglect of more important ones, yet as they interest the pupils and parents in the school, and serve as a pleasant recreation from severer studies, we would by no means discountenance them. These exercises are of advantage in correcting defects of manner and utterance, teaching a proper carriage of the body, developing and strengthening the lungs and the organs of the voice, and accustoming the pupils to understand the ideas, feelings, and sentiments of an author, and give them expression. Thus they serve not only as a pleasant and interesting exercise for parents and pupils, but an admirable physical, intellectual, and moral discipline.

IV.

*The Erection of a new School House.**

Having in a Report a few months since, (see Appendix A†) spoken of the inconveniences of the present school house in the 1st District, its ill-adaption for the purposes intended, and the sufferings to which it subjects the pupils, we now take the liberty to bring before the Board some views upon the proper location and construction of a school-house for that District.

As the pupils' health, activity, taste, and moral character will be greatly influenced by its location, much care should be used in the selection.

It should be placed on firm ground, a little removed from the street, so as to escape its noise, dust, and danger; and, at the same time to be easily accessible, to receive the cool southern breezes in summer.

The lot should be large enough for two ample play grounds for the two sexes, and laid out with walks, grassy plots, and planted with trees.

If the lot is not large enough for a play ground, the children must resort to the street, and be exposed to the dangers of passing carriages, and the contamination of idle, neglected children, who frequent the streets, and make them the daily scene of contention, noise, and profanity. The building should be large enough to accommodate 250 or 300 pupils. It might thus answer for a Primary as well as Grammar school.

The basement, or a part of the second story, might be fitted up for a Primary school. The whole of one floor should be reserved for the male department. Such a building as is erected in the 2d District, is, in many respects, well adapted for a school building, having in the basement a Primary School for the youngest and least advanced pupils of both sexes, say to the number of 60, under the care of a female teacher. On the first floor the male department large enough to accommo-

*For much information on this and kindred subjects we refer to the "School and the Schoolmaster," which should be in the hands of every teacher.

† Submitted to the Council but not printed.

date 150—under the care of a male, assisted by a female teacher; in the second story, the female department, superintended by one female, if the number is not greater than 60 pupils. In this way 260 or 270 pupils could be taught by one male aided by three *female* teachers, or 300 with an additional female assistant. The expense of the four teachers would be \$1,550, of which by the present law only \$800 would be paid by the city.

We are decidedly of opinion that the younger pupils should be separated from the elder, and form a Primary Department. The modes of discipline and government for the young are, or should be, quite different from those suitable for the more advanced. *Action* is the great characteristic of young children. Nothing can be more unnatural than to confine them for hours in a given position, only relieved by what is called a recitation at distant intervals. A primary school-room should be divested of every hindrance to health, and, by every possible means, rendered conducive to happiness. It should promote cheerfulness and freedom, and its walls hung with pictures, maps, and objects conducing to intellectual association and improvement. Its lessons should be not so much from books as objects; pictures, exemplifying and illustrating Natural History, Geography, or events of the past and present, should be among its instruments and aids of instruction. Lessons and exercises should be short and simple—giving *ideas*, not *words* only—and strictly adapted to the existing powers of children. The school exercises should be varied, and the attitude of children frequently changed. Motion, at short intervals, should be one of the exercises. The school should be controlled by *management*, rather than government. A mild, affectionate, parental treatment of individuals, should be substituted for general laws and penalties. Conscience, judgment, affection, sympathy, and not *fear*, should be employed, on all occasions, as means of moral influence. Instruction should be oral, and by conversation, rather than from books, though these ought not to be wholly excluded. Simple exercises on the slate and black board, the elements of penmanship, drawing, spelling, reading, arithmetic, and music should alternately occupy the minds of the pupils. Much must be left to the teacher, who, with proper qualifications, will find ample materials for instruction, and impart more knowledge and pleasure than can be ever derived from the usual routine of common books and formal tuition. From what has been said, it will be seen that it is highly important to separate the younger from the elder children, as well for their own improvement, as the good order of the school.*

In regard to the arrangement of the school-rooms, they should be sufficiently large to allow every pupil to sit comfortably at his desk, to leave it without disturbing any one else, to see explanations in his lessons, and to recite without being incommoded, or incommoding others, to have well constructed desk seats with proper backs, and to breathe a wholesome atmosphere.

*For many of the above suggestions we are indebted to Mr. Russel's Lecture. Vol. 1st. of American Institute Lectures.

Not more than two pupils should sit at the same desk, which should be about three and half or four feet long, and from 13 to 17 inches wide, the seats should be ten or twelve inches high in the primary, and from 12 to 16 inches in the Grammar department. Each seat should be accessible, at least on one side, by a passage of sufficient width to allow the pupil or the teacher to pass without touching those on either side. There should be ample space in front or in the rear of the desks to afford room for recitation seats, blackboards, the teacher's platform and other conveniences. If possible, there should be a room for the deposit of hats and cloaks, and conveniences for washing—also one or two recitation rooms. For the purpose of a wholesome atmosphere, at least 150 cubic feet of air should be allowed for every occupant. The room should be from 12 to 16 feet in height at least. For the purposes of ventilation, the windows should be made to let down from the top, to protect the pupils from drafts of air. The space in front or rear of the desks should not be less than 7 or 8 feet. For particular direction as to light, warming, and ventilation, we beg leave to refer to the "School and Schoolmaster," to which we are indebted for many of the above suggestions.

Having in a former report* spoken of the evils attended upon backless seats, we here take the liberty of recommending an improved chair, constructed with particular reference to durability, economy, convenience, stillness, and especially the comfort and health of the pupil. It is constructed with careful attention to the anatomy of the frame—so as to give that support to the back, and at the very parts where it most needs it, and prevent spinal and other bodily injuries which are the common results upon the use of the usual school desks and seats. The patentee is J. L. Mott, 264 Water street, New York. It is highly recommended by physicians and teachers, and has been widely introduced into the schools of New York and New England.

We cannot conclude this part of our report without expressing the hope, that a new effort will be made to obtain a deed of the building now used, and immediate measures taken to erect a more convenient and healthy building in a better location. The desire that is felt for a good school house in the 1st District, and a bill having been for some time before the Councils providing for the erection of additional buildings, must be our apology for the length of this part of our report, and as a good school house with proper appendages can be built for nearly the same cost as a poor one, and in the end is far more economical.

V.

Music.

A Select Committee having considered and reported at length upon the subject of Music†, and demonstrated its advantages and the impor-

*See Appendix.

†Submitted to the Councils but not printed.

tance of its introduction into schools, we shall only review here the recommendation we have heretofore given, that an appropriation be made, so that regular instruction in this delightful branch be made one of the school exercises. For one hundred dollars to each school, two lessons of an hour each, can be given; thus affording to 700 children a knowledge of the only art or accomplishment that many of them will ever possess, and affording the means of happiness to many an humble home, oftentimes the abode of sickness, sorrow, bereavement, and poverty.

We renew and repeat our testimony to its happy influence both upon parents and pupils in the school of the 1st District, and the success of the experiment under the faithful direction of Mr. Hewitt.

VI.

General Remarks, suggested by the late examinations, upon Order, Spelling, Reading, Arithmetic, Geography, History, and Grammar.

1st. ORDER.—A portion of the Sub-Board having been present at the examinations of all the schools, we feel it to be our duty to make such remarks as the nature of our duties and the welfare of the schools require.

In commenting upon the studies of the schools, our design is not to censure, but to suggest considerations for future reflection and guidance. We are aware that in two of the districts, the exercises of the year commenced under many disadvantages. Newly erected, and receiving, without suitable accommodations, pupils of all ages, and many who, though old in years, yet found themselves, for the first time, within the walls of a school room; the teachers had no enviable task in reducing to order the chaotic mass before them. We are aware, likewise, that the construction of the buildings in the other districts, and the number of pupils in all is so large, that strict discipline is with difficulty pursued, especially in buildings with seats and desks so badly constructed.

Still, we would recommend to the teachers in all the schools, to insist upon and require from their pupils more stillness, more order, and enforce stricter discipline. The Trustees, we are sure, will sustain them in all *judicious and proper* measures for the preservation of discipline. To ensure this first and necessary requisite, without which a school is but another name for a mob, the Trustees feel bound by their responsibility to the city, as guardians of the schools, to require the observance of good order and discipline from the present teachers, or those who may be their successors. A failure in this respect ought not to be overlooked. To the want of early discipline, and a reverence for law and order, must we impute many of those scenes of tumult, riot, and bloodshed which have disgraced many parts of our land.

2d. SPELLING.—We could not but notice a deficiency in correct spelling in nearly all the schools. We would recommend that more particular attention be directed to this important branch, and frequent exercises required in writing a given lesson from dictation, from the spelling book, or a portion of the reading books. Pupils often spell

correctly by the ear, but make most egregious blunders when required to write the words; and as the great use of spelling is in writing, it is certainly unphilosophical merely to spell words, without ever using them in their practical application. We recommend also that the spelling book, selected by the Board, be used to the exclusion of every other, and that the teachers be required to conform, in this respect, to the Rules and Regulations.

3d. READING.—The Board strongly recommend more attention to the subject of reading by the elder pupils. A hurried, indistinct enunciation is the general fault. The pupil should be taught to speak audibly, distinctly, and with such moderation, that every word may be heard and hold its appropriate place in the sentence. Care, too, should be taken that nothing be read but what is *understood* by the pupil. To learn to *read* well is no small acquisition, and the *ability* to read *well* cannot be too highly prized.

4th. GEOGRAPHY.—In all the schools much attention had evidently been given to this interesting study, and the pupils generally recited in a highly satisfactory manner. We were glad to perceive the teachers made much use of the outline maps, which we regard as one of the most important aids in this branch of study. We hope the present deficiency in outline and other maps will soon be supplied in all our schools.

5th. HISTORY.—In the short time that most of the pupils attend school but a limited knowledge can be obtained of this important branch. The text-books, as their very name implies, impart but a very general knowledge of the subject. Much must be left to the teacher, ~~who~~ ^{as} by means of oral instruction, (in some respects, the most effective and most interesting,) the defects of the text can be supplied, much information conveyed of past and present events, and the lives of distinguished individuals, the interest of the pupil aroused, and a taste for this kind of reading excited, to the exclusion of those vicious habits, created by a press teeming with cheap, worthless, and often vicious publications.

6th. WRITING.—In our visits to the schools we were much gratified to see that much attention had been bestowed upon this important branch, and in all of them striking and manifest improvement exhibited. The books were kept with evident neatness and care. In several of the schools, in addition to the books, specimens were exhibited, particularly in the 1st District, deserving much commendation for proficiency in Penmanship.

7th. GRAMMAR—ENGLISH.—The classes in this study were small in the 1st, 2d, and 4th Schools. In the 3d District it is not taught. The pupils in the other schools were well taught. The greatest and most thorough acquaintance with the subject was shown by a small class in the 4th District, under the charge of Mrs. Southworth, which did much credit to her thorough instruction, and as did her other classes.

8th. ARITHMETIC.—This important branch deserves and receives great attention in all the schools. In the 3d school much facility and accuracy was shown by a large number of the pupils in *obtaining the answers*

of numerous difficult questions, and evident care had been bestowed by their teacher in the instruction of this necessary branch of education. We recommend somewhat more attention to the first principles of numbers, their notation and numeration, and that the pupils be more accustomed to analyse and explain the steps of the process by which the right answer is obtained. A Class in the 4th District, in Davies' First Lessons, were very thoroughly drilled in all the principles contained in that excellent book, and passed a strict examination in a manner very creditable to them and to their teacher. We recommend to the teachers of all the schools to devote considerable time to the instruction of their pupils in *oral* arithmetic, believing it to be both an interesting and improving study—an admirable discipline, as well as the surest mode of accustoming the minds of the young to habits of accuracy and investigation. We cannot insist too strongly on the importance of inculcating in the most thorough manner the *first principles* of the various studies, and in none is it more important than in arithmetic.

It is all very well to perform, as in the late examinations, "practical questions," and with facility. But how will it *practically* operate in after life, if the *principle* which the rule involves is neither examined nor explained, nor its difficulties removed. Words without ideas are barren. The judgment and the reason should be constantly exercised to discover their meaning and discover their relation. Though the philosophy of the mind is not indeed a distinct branch of instruction in our schools, yet no judicious teacher will overlook it, since it forms the basis of all successful teaching in all the branches. It is of little use to a pupil to perform problems in compound numbers, if he is unacquainted with the first elements of arithmetic, notation, and numerations; nor to perform difficult sums in fractions and interest—if he cannot read his answers, distinguish dollars from cents, or explain the process by which he arrived at his conclusion. In seeing such instances of instruction, and witnessing the helping and lifting process constantly needed, one cannot but be reminded, to use the illustration of another, of what the angel did to Ezekiel, when he took him by the hair of his head, and transported him, in an instant, from Judea to Babylon. When the astonished pupil is thus transported, though it be from addition to progression, he knows little of the process by which he may reach that point again, and his progression is but in a ratio descending.

Financial Statement of 1st District School for the year ending June 30th, 1846.

Balance to the credit of the District, June 30th, 1845, on the Register's books	\$26 82½
Placed to the credit of the school by the Register, October, 1845	100 00
Total	<u>\$126 82½</u>

Paid Mr. Burroughs for repairs, - - -	\$12 50
Offert - - -	1 97
Foroche for services - - -	2 00
Richardson - - -	9 00
Pettibone, for coal - - -	10 05
Nevitt, for stoves, pipes, &c. &c. - - -	18 00
Harvey, for wood - - -	20 00
Paid for sundries - - -	4 83
	<hr/>
	78 35
Balance to the credit of school, June 30th, 1846, as per Register's books - - -	48 47½
<i>Bills paid since June 30th, 1846, and which were incurred previous to June 30th, 1846.</i>	
For books and stationery - - -	59 15
sundry small items - - -	6 50
lumber for small shed - - -	10 61
scavenger - - -	11 00
	<hr/>
	\$87 26
	<hr/>
	\$165 61
Deficiency in the appropriation - - -	38 58½
Deduct Burroughs' bill incurred previous to June 30th, '45, and paid after, and also items in Rich- ardson's and Harvey's - - -	21 50
And the actual sum for books, repairs, fuel and contingencies for one year from June 30th, 1846, is - - -	\$144 11
Add salaries of Assistant and Principal - - -	1,050 00
	<hr/>
Actual expense of school one year - - -	\$1,194 11
The Sub-Board deposited in Bank to the credit of the Corporation, from the sale of books and sta- tionery in the course of the year, - - -	\$51 88
Salary of Assistant Teacher, which is not a charge upon the funds of the city, but is paid by the pupils - - -	250 00
	<hr/>
	\$301 88
Leaving as the actual charge upon the School and General Fund for support of school - - -	\$892 23

It may be remarked, since the *average daily attendance* last year was one hundred and twenty-one, seven-tenths, that the expense to the Corporation for a year's instruction for each pupil is \$7 24, or counting all the pupils on the roll—being one hundred and eighty—the expense for each is only \$4 90. The expense in private schools is from \$12 to \$125 for one pupil annually.

The Sub-Board have been thus particular in their statement to show that a somewhat larger sum is necessary for books, repairs, scavenger, wood, coal, and contingencies than was appropriated last year, and which was the same as when the school was but half as large, and having but one teacher.

The Sub-Board recommend, that the Board of Trustees be authorized to draw from the treasury the money they deposited last year, and which they may hereafter deposit, arising from the sale of books and stationery, in the same manner as they are by law permitted to do in relation to the tuition fees which they deposit.

The estimates for the next year are for salary of

Principal Teacher	-	-	-	\$800 00
Books, stationery, fuel, contingencies	-	-	-	100 00
To amount of deposit last year for books, and which the Sub-Board wish to be authorised to withdraw, and to apply to the payment of book and stationery bills	-	-	-	51 88
				<hr/> \$951 88

The Sub-Board make no estimates for the salary of Assistant Teachers, presuming those are settled by the law of October, 1845, without further legislation. If the Sub Board are mistaken in this opinion, they recommend an addition to the above estimate for the salary of one Assistant Teacher - - - - - \$250 00

They also renew the recommendation, that one hundred dollars be appropriated for the purpose of giving instruction in Music, for the reasons set forth in the report on Music* by the Select Committee.

One item, for which no allowance has ever been made, the scavenger's services, always exceeds twenty dollars a year.

In the city of Lowell, the population and valuation of which are nearly the same as those of Washington, the returns for this year state the total number of pupils to be in the Public Schools, 7,446, and the money appropriated for the support of schools, \$26,000.

This sum may seem a large one, but when it is considered, in consequence of the excellent system which there prevails, the regular gradation of schools, their efficient discipline and high character, strict supervision, responsibility of the teachers, and the thorough education received in the public schools, from the first elements of reading, to a preparation for college and the counting room, or any avocation whatever, that the city is *entirely relieved from the expense of supporting Private Schools*, the sum is much smaller than is paid by our own citizens for the support of some fifty or sixty private schools at an expense of not less than thirty or thirty-five thousand dollars, in addition to the expense of the Public Schools.

*Submitted to the Board but not printed.

Some hesitation may properly be felt by the City tribunals about increasing the taxes of the citizens for the support of schools. But when it is considered that an immense sum is paid annually for the support of private schools, much of which would be saved if our public schools were as numerous as the wants of the city require, and sustained the high character of the Eastern Public Schools.

It is the experience of the oldest private school teacher of the city, with one exception, that no bills are paid with more promptness, cheerfulness, and satisfaction than school bills, and that no sacrifices are deemed too great, so that their children be properly instructed. He assures us that in his records, and those of his two predecessors in the school, through a space of more than fifteen years, the delinquents do not average two a year; this, too, at one of the most expensive schools in the city. A fact so honorable to the parents of the many hundred children who have there been educated deserves to be mentioned. We are assured by him likewise, that four private schools in the city are supported at an expense of not less than seven thousand or eight thousand dollars per annum, while they instruct less than two hundred pupils; but we may add, to the satisfaction of their parents and guardians.

In conclusion, we cannot but express our gratification in witnessing the examinations of the Public Schools; with the order, neatness, and diligence that characterise the 1st school; with the difficulties that have been overcome, and the evident improvement made in the 2d District School; with the quietness that prevails in the 3d, and the thoroughness exhibited in the 4th school.

We commend the schools to the public encouragement, support and patronage. Let ample means be provided to afford to all the children of the city a sound public school education, improved by a course of good reading and parental instruction at home, in morality, virtue, and religion. Then, with the blessings of Providence, will they do honor to the city that bears the name of Washington, and grow up to be such men and women as we would wish, when we retire from the stage of life, to leave behind us, and entrust with the interests and destinies of the future.

To the teachers, whose heads have ached, and whose nerves have been racked by their irksome labors, and whose lives are almost identified with the name of patience, we say be not discouraged or disheartened. The profession in which you are engaged is a noble one, for it has to do with the formation of mind, the character, and soul—than which there is nothing higher or nobler on earth. Though it confer not wealth, it gives what is far better, the privilege of being useful and doing good; though not brilliant nor leading to the dizzy heights of political power and short-lived distinction, it conducts to the sources of real power, well cultivated minds and hearts, and confers the heartfelt honor and affectionate respect of those who have been made wise and better by faithful instruction. Without noise or show you are engaged in diffusing knowledge, in implanting broad, generous, and noble principles, giving to the young high aspirations for excellence, inspiring a rever-

ence for truth, justice, goodness, and the laws of God. The school is one of the great reforming and regenerating instruments by which the world is to be made better, and the reign of peace and millennial glory ushered in. The children around you will soon be men and women, the fathers and mothers of the land. You are rearing those who may be the future patriots, scholars, teachers, and pastors of our country. They are receiving upon their hearts and minds the impress of your influence. Be faithful to your profession, and none shall leave brighter signatures upon the record of honored and well-spent lives, and more imperishable monuments in the living and immortal spirits, ~~where~~ ^{whom} you shall raise from the darkness of ignorance and sin, ~~and~~ be crowned with the light and liberty of the sons of God.

Sub-Board of the Trustees of the First District.

APPENDIX.

A.

I.—*The Public School System.*

It is a mistaken idea, that only *parents* who have children to educate are interested in the establishment of public schools. All classes of society have a deep and abiding interest in them. Every man, whether he have a child to educate or not—every patriot, who desires the perpetuity of our free institutions—every philanthropist, who has the interest of humanity at heart—every Christian, who is anxiously looking forward to the fulfilment of the promise of the reign of peace on earth and good will among men, must feel that, upon the mental and moral elevation of the young, these grand results mainly rest for support.

In some countries of Europe, whose institutions are of less popular character than our own, it has been deemed the duty, as well as the sound policy of the State, to provide schools for the education of the whole people, and to cherish all the interests of education by making its superintendence a separate department of the Government. Much more important is it in this country that the interests of education be not neglected, since it follows, as a necessary consequence from the axioms of our Constitution, that every child within the limits of our broad country shall be educated, so as to understand its provisions and be prepared for the duties it demands. As the ancient lawgiver imposed no penalty upon the commission of some crimes, whose atrocity was so enormous as to place them beyond the reach of conception, so no community can pursue the suicidal policy of neglecting the instruction of those who are soon to take charge of its interests and direct its destiny.

“It is true,” says Mr. Mann, “children may be denied the advantages of education for years, and no very alarming outbreak shall occur

to rouse the public mind from its guilty slumber—the ordinary movements of society may go on, without any shocks or collisions, as, in the human system, a disease may work at the vitals, and gain a fatal ascendancy there, before it manifests itself on the surface—but the punishment for such an offence will not be remitted because its infliction is postponed. It only awaits the full completion of the offence; for this is a crime of such magnitude that it requires years for the criminal to perpetrate it and finish it off thoroughly in all its parts. But, when the children pass from the condition of restraint to that of freedom, from years of enforced but impatient servitude, to that independence, for which they have secretly pined, and to which they have looked forward, not merely as the period of emancipation, but of long-delayed indulgence; when they become strong in the passions and propensities that grow spontaneously, but are weak in the moral powers that control them, and blind in the intellect which foresees their tendencies; when, according to the course of our political institutions, they go, by one bound, from the political nothingness of a child to the political sovereignty of a man, then, for that people who have so cruelly neglected and injured them, there will surely come a tremendous retribution.”

By the theory of our Government, all honor emanates from the people—that immense aggregate which now numbers nearly 3,000,000 of voters. When we think and when we speak of them, it is usually as an immense mass, one collective body, and not as so many distinct individual units, each man separate and independent, powerful to do good or to do evil, and having others dependent upon and influenced by him in the sphere, larger or smaller, in which he moves. How important is it, then, and how fully is it demonstrated in all our elections, that each of these several unities, the dispensers of all political power, ought to be instructed and conscientious enough to deposite an intelligent vote. No one becomes so soon the instrument of the demagogue as the man who has been imperfectly educated. With him, the merest rant, the most superficial declamation, will be more persuasive than the best arguments. If, as he is told, he is one of the sovereigns of the land, why should he not receive a sovereign's education, and be prepared to discharge properly a sovereign's duties. It has been ascertained that, of those taught to read, in more than half our States, five-sixths receive their whole education in the public schools. On the character and efficiency of these schools depends the education of a large proportion of our citizens. Improve and elevate them, and in the same proportion do you raise the nation's character and strengthen its institutions. Neglect these humble seminaries; close the doors of the school rooms, or only open them with niggard and sparing hand; cease to care for and foster these institutions—the people's colleges—then agriculture will be neglected, the busy hum of manufactures lushed, the flowing sails of commerce furred, and law and order sink beneath confusion and anarchy.

Public schools ought at once to be placed upon a firm and substantial basis. This cannot be done as long as private establishments are set apart for the children of the wealthy, and the public schools regarded simply as the schools of the poor and the destitute. Little interest can be felt in such schools, while the two classes are separately educated. Many say they are unwilling their sons should sit on the same bench or associate with the less genteelly clad sons and daughters of their poorer fellow-citizens. They fear their manners will be injured or their morals contaminated, forgetting that they cannot always shield their children, like so many sensitive plants, from untoward influences. They forget that no man has become a hero surrounded only by luxury and lapped in effeminacy; or a Christian, without meeting and overcoming temptation. Provided a child is under good moral influences at home, it is better that he should meet danger at the outset, thus will virtue be strengthened and character best formed. The college experience of all, and the observation of every man confirms its truth, that those who yield soonest to danger, difficulty, or temptation, are mostly those who have never been taught to meet boldly and overcome the influence of bad examples. Hardships, trials, and temptations to wrongdoing are always at hand; and the sooner the lesson of self-government is learned the surer will be final success and triumph. Many of our greatest and most virtuous men have been those whose lot it was to be reared amidst the most unpropitious circumstances.

Parents too often forget that their sons, when they enter upon active life, must meet and encounter those from whom they would separate them in boyhood, when the strongest attachments are formed, sympathy excited, and influences exerted, which never entirely lose their power. The children now slighted and contemned, will hereafter be emphatically the *people*, whose voice must and will be heard, and whose power felt in all the great questions that shall hereafter arise.

They anticipate perhaps the time when their sons shall occupy stations of official honor and trust, but will it contribute to their interest to bring them up and educate them apart from those to whom they must owe their elevation?

The children of the poor and the rich may be kept separate while they are young, but they will hereafter become partakers in all the evils which the vain attempt to separate them must infallibly produce.

Let our public schools, then, be made our best, and let all encourage them. Let all our children start fairly together in the great career of life, and let all our citizens do what they can to encourage the great cause of public school education. There are none so high as not to need the influence of universal education as a safeguard, and none so low as to be beneath its uplifting power.

We believe the system, which commenced in January, 1845, is gaining favor with the people of the city. It is to be hoped that a liberal spirit will be shown on the part of the City Councils, to second the efforts that are making to establish a permanent and beneficial school system. Active and earnest efforts of our public men, as well as citi-

zens generally, should be manifested. There has certainly been much tardiness in coming forward to promote this grand object. A little reflection will teach them, that it gives the greatest security for the peaceable enjoyment of their property, while it extends the blessings of education to many who otherwise would be doomed to lives of ignorance, vice, and crime.

The citizens of Washington have never been much taxed for the support of *Public Schools*, and it is believed that a majority will not object to a small increase of taxation for this object.

It may be well for us to remember, that, by our charter, suffrage is somewhat restricted, and also that the theory of *universal suffrage*, or what is nearly equivalent, seems the prevailing doctrine in this country, and the time may be nearer than we suppose, when the present feeble barriers will be thrown down, and the sums we now refuse to raise for the support of public schools will be imposed, with additional burdens, by those who will then have the power in their own hands. Is it not the dictate of prudence to do what we can *now* before it is too late, to prepare the hundreds who may soon exercise the high functions of citizens, by a proper education, for the wise and judicious exercise of their power.

In connection with this subject, we inquire of those who have been living longest among us, if they do not witness, from year to year, greater recklessness and dissipation in the habits of the young, more roiting, intemperance, midnight brawls, depredations upon public and private property, and incendiarism? If these things be so, is it not the natural result of permitting, as has been stated by our highest city authority, 4,000 children to be without school instruction; the consequence of expending \$30,000 or \$40,000 in educating 1,000 or 1,500 favored children in private schools, and providing but four public schools, at an expense of some \$3,700 for more than thrice their number. No wonder that ignorance, jealousy, turbulence, and crime inevitably result.

So long as public schools are suffered to be inferior to private schools, must the prizes of life, the bright prospects of the future, the pathway to distinction, be within the reach of money and accidental circumstances, and rendered almost unattainable by simple merit and native talent. But when public schools are made equal or superior to private, then we go far towards exemplifying our republican theory—equal privileges and a fair start for the young of all classes.

Such a sight, if true patriotism were as much in vogue as it is daily said to be, would present a more cheering sight to a truly republican citizen than the elevation of a favorite candidate, or the most brilliant party triumph.

II.—*The need of a new School House.*

We take this occasion to bring before the General Board the imperious necessity that exists for a new school house in the First District. It is hoped that something may be done immediately towards erecting

a new one, in a more suitable location, and better adapted than the present building for health, convenience, and instruction. If a title can be obtained to the lot on which is situated the building now used as a school room, it is presumed that little expense need be incurred for a new one, beyond the proceeds arising from its sale. Once used as the national stable, it still retains as well the "odor of nationality," as some sensible properties denoting its original application, and seems now much better fitted for the rearing of horses than the training and education of children. It is much too small for the number of pupils. Its internal construction is very inconvenient. The desks and seats too high and narrow, without backs, and so arranged as to compel many of the pupils to exercise no little art in balancing themselves on narrow boards, with their feet dangling in the air, causing great uneasiness, increasing their restlessness, preventing a proper attention to their books, and having a direct tendency to produce deformity in the limbs and distortion in the joints. We have heard frequent complaints of physical suffering from gentlemen who have visited the school, and been compelled to sit but a few minutes on those seats of torture, with their feet touching the floor—a relief which many of the children have not, in consequence of the shortness of the lower limbs, that hang suspended, and act as a weight at the end of a lever. This position they are compelled to keep, not for a few hours only, but months and years, enduring physical suffering such as is unknown in our prisons, laying up for future years those punishments which nature never fails to inflict for the violation of her laws. The seats, too, in all our schools are without backs, and what do physiologists tell us are some of the consequences of this arrangement? "The pupil endeavors, or is compelled, to sit erect on the narrow bench that forms his seat; but as no muscle can endure a very long-continued exertion without intervals of rest, the muscles on the back of the spine are soon exhausted and yield to the the painful effort. To sustain them, the pupil stoops forward, and the ligaments of the vertebral column are put upon the stretch. The body then forms an arch, and the chest becomes contracted. The lungs cannot freely perform their office, the blood is not sufficiently oxygenated, painful oppression and difficulty of breathing soon show the effect of this unnatural position. To relieve this difficulty, the pupil tries to find relief by resting first upon one hip, and then upon the other. In these positions the muscles on one side of the spine are nearly at rest, while those on the other side are put to extreme tension. The nature of the school exercises does not permit repose equally and alternately, some requiring the left arm to rest upon the desk, thus elevating the left shoulder, and depressing the right, or the reverse. In either case curvature of the spine necessarily follows, with the diseases which follow in its sad train. The only way to avoid these evils is a knowledge of physical laws on the part of the teacher and parents, constant care in the observance of them, together with the use of properly constructed seats and desks."

The preamble and resolutions appended to the report of a select committee, consisting of Messrs. Foster, Muzzey, and

The room is so situated—hemmed in by other buildings—as not to be susceptible of proper ventilation. The purity of the atmosphere cannot be preserved, and the pupils are constantly breathing air poisoned by the breath and the matter that escapes from the body by insensible perspiration. According to Davy and Thompson, two accurate and scientific chemists, as quoted by Dr. Woodward, an individual respire and contaminates in a minute 6,500 cubic inches of air. Thus the air in the room is soon rendered unsuitable for breathing, if fresh supplies are not admitted, which, from the situation of the room, is very imperfectly effected.

Sufficient causes have been shown to produce diseases, or at least to put the system in such a state, as to render it less capable of resisting its attacks.

From what has been said, have we not an explanation of the fearful mortality that literally *decimated*, two summers since, in three months, the pupils who habitually attended schools. Does not a heavy responsibility rest upon those who have the power to prevent the recurrence of such mortality, by a removal of its probable causes?

III.

Music.

The introduction of music into the public schools of Boston, New York, Philadelphia, and Baltimore, has been attended with much success, and is thought to have a tendency to advance the pupils in their other studies.

It has been introduced into the school of the 1st District. While it is an accomplishment and a recreation, it promotes health, softens the disposition, and refines the character, and sheds a cheerful influence over all the school exercises. Though but few lessons have as yet been given, we are satisfied it will be a great improvement and prove an auxiliary in promoting and advancing the success of the schools. The continuance of it, however, must depend upon the approval of the General Board and an appropriation by the City Councils. "The social and moral influences of music," says Mr. Mann, "far transcend in value, all its physical and intellectual advantages. It holds a natural relationship or affinity to peace, hope, affection, generosity, charity, devotion. There is also a natural repugnance between music and fear, envy, malevolence, misanthropy. He whose hard lot deprives him not only of the embellishments, but even of the common comforts of life, may regale himself with the unpurchased wealth of song. The pleasures of music attend their possession, not only in the hours of prosperity, but in those of sorrow. Music may be a companion in the lone vigils of pain, or in the deeper solitude of bereavement. It may support and console, when no other of the benignant family of the arts could give balm or anodyne to the wounded spirit."

The preamble and resolutions appended to the "Report on Music," by a select committee, consisting of Messrs. FORCE, MUDD, INGLE, and

ABBOT, and presented October, 1845, and *unanimously* adopted by the Board of Trustees at that time, are here subjoined.

WHEREAS, the practice of Vocal Music in schools has been found an agreeable and easy means of cultivating habits of order, preserving discipline, securing constant attendance on the part of the pupils, and affording them a pleasant recreation, and also promotes the health, cheerfulness, and social feeling, softens and refines the character, cultivates generous and noble sentiments, improves the intellect by strengthening the memory, cultivating the taste, and training the various mental faculties; and, whereas, the culture of music has a favorable influence on public morals by counteracting boisterous and riotous passions, furnishing a cheerful and innocent amusement, producing harmony of feeling and action, cherishing all pure, generous, and patriotic emotions, imparting strength and fervor to the religious sentiment, and, forming as it does an important part of public worship, enables man to express his love, gratitude, and devotion to his Creator, who bestows the gift of musical perception, and in whose service above all it should be consecrated: therefore,

Resolved, It is the opinion of this Board that it is highly expedient and necessary that Vocal Music be introduced at once into all the public schools.

Resolved, That the Board of Aldermen and Board of Common Council be requested to make an appropriation to defray the expense of instruction in this branch, to be expended under the direction of the Board of Trustees.

Resolved, That the Mayor be requested to bring this subject to the notice of the City Councils in such a manner as he shall deem best suited to promote the object.

B.

Public School of the First District.

The Annual Examination of this school was held on Tuesday, 26th July.

The following are the names of the pupils who, having distinguished themselves in their respective classes by assiduous application, exemplary deportment, or regular and punctual attendance, were awarded by the Trustees silver medals or premiums, or were honorably mentioned.

FEMALE DEPARTMENT.

The First Honor was awarded to Miss F. L. Henshaw.

The Medal for Exemplary Deportment to Miss J. E. Bradley.

The Medal for Punctual and Regular Attendance, to Miss Rose Con-
noughton.

Second Class.

The Medal to Miss E. A. Turton.

The Premium to Miss L. Goldsborough.

Accesserunt—Misses J. Edwards, M. A. Kelly, B. A. Grady.

Third Class.

The Medal was awarded to Miss M. Fisher.

The Premium to Miss E. Henshaw.

Accesserunt—Misses J. Beardsley, E. Godfrey.

Fourth Class.

The Medal to Miss S. A. Davidson.

The Premium to Miss S. J. Yates.

Accesserunt—R. Connaughton, M. A. Visey, C. Graham, M. Frier, E. V. Sessford.

Fifth Class.

The Medal to Miss J. Powell.

The Premium to Miss M. A. Harrison.

Accesserunt—C. Grady, E. Miller, C. Schneider, E. Robbins.

MALE DEPARTMENT.

The Medal for uniformly Correct and Exemplary Deportment to G. C. Henning.

Medals for Proficiency in their several studies to J. Summers and J. F. Owens.

Medal for Correct and Punctual Attendance to J. T. W. Ourand.

Second Class.

Medals, *ex æquo*, W. Furguson, W. Brown.

Accesserunt—L. Denham, J. Melsin, J. Croggon, T. Williamson, J. Robbins, G. W. Gibson, R. Lehman, W. Goldsborough, D. Wiber.

Third Class.

The Medal to J. V. Grant.

The Premium to S. Savage.

Accesserunt—H. Davidson, G. Z. Collison, R. McCardle, J. T. W. Ourand.

Fourth Class.

The Medal to H. Croggon.

The Premium to A. Luckett

Accesserunt—A. Proctor, W. Dodd, S. Gill, G. Topham, T. Baker, H. Proctor, C. Ourand.

Fifth Class.

The Medal to C. Owens.

The Premium to C. Collison.

Accesserunt—C. Pulaski, R. Luckett, J. Powell.

Sixth Class.

The Medal to J. Robert.

The Premium to W. Banks.

Accesserunt—J. Robert, T. Padgitt.

The Medal for Punctual and Regular Attendance, J. T. W. Ourand.

C.

To the Sub-Board of Trustees of the Public School of the First District:

GENTLEMEN: I respectfully submit, in accordance with the regulations, the following report of the condition of the Public School of the First School District, for and during the month of July, and the subjoined statistics of the school for the scholastic year ending July 31st, 1846.

The whole number of pupils now belonging to the school is 180. Of this number, 126 are boys, 54 girls. The average attendance of the month has been 130. For the names of those pupils "who have been punctually present, every school-day during the month, and also of those who have distinguished themselves by good conduct, and improvement," I beg leave to refer to my report for the last month, having neither omissions or additions to make to that report.

The total number of pupils upon the Register of the School, on the 31st July, 1845, was 167

The whole number of pupils received into the school during the year ending on the 31st July, 1846, is 96

Total number upon the Register during the year 263

The whole number withdrawn from school during the year is 83

Leaving upon the Register of the School, July 31st, 1846 180

Of this number, (180) as above stated, 126 are boys and 54 girls 180

The average daily attendance during the year has been 121 7-10

Sixty-six boys and 25 girls have been members of the school during the whole year, total 91

For regularity of attendance, in the Female Department of the school, Rosa Connaughton, (not yet seven years old,) stands conspicuous. This little girl has come to school unattended (her home is south of Pennsylvania avenue, three squares distant from the school) upon the most inclement days of the last winter, and has never lost a day upon account of the weather, nor from any other cause, it is believed, but sickness. Jane Bradley, Lucy Goldsborough, Margaret Mockbee, Sarah Fisher, Mary Fisher, Eliza Turton, and Euphemia Baxter* merit

*To these the Sub-Board add the name of Frances E. Henshaw.

approbation (in the order in which their names are mentioned) for punctual and regular attendance. In the Male Department of the School, I name Joseph Ourand, Chapman Ourand, James Owens, James Summers, James Croggon, and Henry Croggon, as most distinguished for punctual and regular attendance.

The Assistant Teacher, in charge of the Female Department of the School, present the names of Margaret Crumm, Jane E. Bradley, and Eliza Turton, as deserving the highest commendation for docility and amiability of disposition and deportment. George C. Henning has been for two years past the bright exemplar of the Male Department of the school, and this is so generally conceded by his school companions that he will incur no envy by this honorable mention of *him*; but further to proceed with the specifications, might be (I am accustomed to read my monthly reports to the school) to provoke envy in many minds—would certainly be difficult, for there are so many of nearly equal merit, that I should not know where to begin, and would as certainly be very diffuse; for beginning I should not know where to stop, I have received proofs of kindness and affection from so many.

Twenty-seven of the whole number (180) of pupils are learning the alphabet; those make the Sixth Class, and are learning, too, to make letters and figures on slates 27

The Fifth Class numbers thirty-six; these are combining letters in monosyllables, reading and spelling in "Kay's No. 2," and in "Burhan's Speller;" and are using "Emerson's 1st Part" in numeration and addition, and making figures and letters upon slates 36

The Fourth Class numbers thirty-six; and are reading, spelling, and writing, and in arithmetic are using "Davis' First Lessons" 36

The Third Class numbers forty-two; these are studying history and geography, in addition to all the exercises of the Fourth Class. 42

The Second Class numbers thirty-one; these are studying history, geography, reading, writing, and arithmetic, and four are studying Smith's grammar 31

The First Class numbers eight; these are studying English grammar, history, geography, reading, writing, and arithmetic 8

Total number of pupils belonging to the school 180

The whole number of pupils on the pay list is fifty-two, but several of these are in arrears, and do not pay regularly.

The total amount of receipts for tuition from June 30th, 1845, to July 31st, 1846, is *\$213 79

The whole amount of receipts for books from June 30th, 1845, to July 31st, 1846, is 51 88

\$265 67

*A part of this sum was for tuition accruing previous to June 30th. Some arrears will increase the above amount

Eighteen distinct recitations before the hour of recess, and twelve after, are heard or performed in the Male Department of the school, and twelve before the hour of recess, and eight after, in the Female Department.

If the Board will pardon me, I would with great deference suggest the propriety of introducing into the school some elementary work, suited to the capacity of children, upon Natural Philosophy. I have often felt a desire arise in my mind to extend the sphere of instruction in the school, especially to embrace Navigation by Inspection in the Male Department; but a just regard for the interests and welfare of those whose only means of acquiring even the simplest rudiments of an education are the Public Schools precludes the idea, until the Councils shall provide the means to enable the Board of Trustees to place an additional Assistant Teacher in the school.

I have the honor to be, with great respect, gentlemen,

Your obedient servant,

J. L. HENSHAW,

Principal Teacher of the School of First District.

REPORT OF THE SUB-BOARD OF THE SCHOOL OF THE SECOND SCHOOL DISTRICT.

A majority of the Trustees of the Second District were appointed in January last, when they found the school in charge of Dr. T. Watkins, as principal, and Mr. and Mrs. Randolph as assistants, all of whom they found (in frequent visits to the school) to be attentive to the pupils, and faithful in the discharge of their duties.

Difficult as it must be to establish anything like order in these schools, made of the materials which compose them in part, great improvement has been made in the discipline and conduct of many of the pupils, though much remains yet to be done in this respect. Only one pupil has been expelled for misconduct during the past year.

The school house of this district is too small for the purposes for which it was intended; a dozen or more applicants are refused admission every week, a difficulty which might be obviated by finishing the basement story.

The number of pupils in this school at present is 246; to do anything like justice to whom, the trustees found it necessary to employ a third assistant teacher, with a promise of \$250 per annum for her pay; she has, however, received nothing for her services, but it is presumed the Councils will not object to pay her for her past and future services, so absolutely necessary to the school's existence, as it is expected the pay pupils will themselves provide the means of meeting the appropriation.

Our school house was badly built, and now requires continual repair; the furniture, too, was miserably made, is always out of order, and must frequently be mended. It would be great economy to pur-

chase iron chairs and desks, which are now universally adopted in the Northern schools. The Corporation now has a very considerable property in the public schools, and it is important that some one look after this property and keep it in order; this does not seem to be the duty of the teachers or of the trustees, and great damage is being done to it for want of "a nail in time."

The schools should be open from April to October eight hours, excluding an hour at mid-day. From eight to twelve on Saturdays. The August vacation should be entirely abolished.

At all the private and public examinations of this school the trustees saw marked improvements in many of the pupils, and it is hoped that another year's trial of the system may be more satisfactory to its friends.

The amount collected from pupils for the year ending 30th June—ten months—was \$410. No just opinion can yet be formed of the success of the new system of admitting pay pupils, to meet the salary of the assistants. Some of the Board think that the Corporation, with its present means, ought not to venture beyond the gratuitous tuition of such children as are not able to pay. The laudable object of educating the masses should not be attempted without ample means and well arranged organization. We have, indeed, doubted our right to receive pupils who pay to the prejudice of those who cannot do so.

We respectfully add the following appropriation for the year ending June 30th, 1847.

Principal	\$800 00
Three Assistants	750 00
Fuel	60 00
Books and Stationery	140 00
Planting trees, grading and gravelling, repairs to house and premises, including white washing and cleaning of privies, and other incidental expenses	250 00
	<hr/>
	\$2,000 00

For the Sub-Board,

J. F. CALLAN.

Public School of the Second District.

List of pupils to whom silver medals were awarded. To this list is added the names of those, also, who have deserved premiums, as well as of those who merit the distinction of public notice, as approaching the proficiency of the rewarded.

Ebenezer Lord, of the 1st class, extra Silver Medal for uniform good conduct, obedience, and punctuality.

First Class.

The Medal to James E. Tewell.

The Premium to George A. Bassett.

Accesserunt—John T. Hoover, William H. H. Towers, Joseph King, George W. T. Cooley, William A. Baird.

Second Class.

The Medal to James Lewis.

The Premium to Edward Caton.

Accesserunt—Cornelius A. J. Leitch, Samuel Mills, William Elwood, Charles E. Stanford, William Metcalf.

Third Class.

The Medal to Edgar Wade.

The Premium to N. L. Clokey.

Accesserunt—William Wilson, Morgan English, John McElwee, George T. Gorman, S. Gilman Kirby, William Walker, George S. Galt, James Larcombe, George Donn.

Fourth Class.

The Medal to Henry H. Parker.

The Premium to Josiah M. Baird.

Accesserunt—Henry Kleiber, George Rose, William Corbit.

Fifth Class.

The Medal to William King.

The Premium to Dennis E. Gallagher.

Accesserunt—Arthur Marr, William Lambert, Philip Mohun, James Fenton, Alphonso Donn.

Sixth Class.

The Medal to Joseph McCarty.

The Premium to Alexander M. Flowers.

Accesserunt—Patrick Delany, William Rearden, William Grammer, Thomas L. Burch, Thomas Maclellan, William Biron, Thomas Byrne, Absalom Kirby, Andrew Biron.

FEMALE DEPARTMENT.

Charlotte Williamson, of the 1st class, the extra Silver Medal for excellence of deportment, as well as proficiency in her studies.

First Class.

The Medal to Catherine Robinson.

The Premium to Julia Coleman.

Accesserunt—Virginia Williamson, Louisa Waybower, Sophia Wright.

Second Class.

The Silver Medal to Mary Jane Lewis.

The Premium to Margaret Jane Moore.

Accesserunt—Eliza Titus Ward, James Innes Randolph, William H. Powell.

Third Class.

The Medal to Helen Marr.

The Premium to Elizabeth Owens.

Accesserunt—Ann Sophia Hoover, Sarah Williamson, Sarah Moore, James H. Sherwood.

Fourth Class.

The Medal to Frances E. Hoover.

The Premium to Emily Robinson.

Accesserunt—Jane E. Williams, Amelia Stanley.

Fifth Class.

The Medal to Sarah Lewis.

The Premium to Victoria Hill.

Accesserunt—Sarah Catherine Forrest, Ann Maria Worden, Sophia Edmonston, Joseph B. Towers, James E. Towers, James Marr.

Sixth Class.

The Medal to Edward Napoleon Lewis.

The Premium to Granville Harford.

Accesserunt—John Wagner, Samuel Forrest, Columbus Thorn, George Hibbs, Samuel Crowley.

Those who have never missed a roll call, are Frederick Grammer, William Grammer, William King, William Lambert, Joseph McCarty, John McElwee, and Charles E. Stanford.

Very respectfully,

T. WATKINS,

Principal Second District School.

REPORT OF THE SUB-BOARD OF THE SCHOOL OF THE THIRD SCHOOL DISTRICT.

The Sub-Board of Trustees of the Third District, report:

That the Public School, under their immediate superintendence, has exhibited, during the past year, its usual efficiency and usefulness. One hundred and sixty-four children have been admitted during that period. Of that number, forty-seven have been withdrawn by their parents or guardians, or been dismissed, leaving now on the school list the names of one hundred and seventeen children, of whom twenty-seven are females and ninety males. Of these, eleven only are pay scholars. The teacher, Mr. Hugh McCormick, is a gentleman of long experience and great competency as an instructor in the elementary branches of education. The pupils respect and obey him, and derive great benefit from the system he pursues and the discipline he

are exercises. Such, indeed, is his popularity and ability as a teacher, that applications are almost daily made to the Sub-Board, by children or their parents, for admission either as free or pay scholars; but as no assistant can be employed, from the small number of the latter, many are necessarily excluded from the advantages the school would afford, because it is not within the ability of a single teacher to instruct, nor will the limits of the school house admit, more than the number mentioned above. It will be seen that a large majority of the scholars are such as are admitted without pay, and this originates from the fact that, in the Third School District, the number of persons in a condition to educate their children at their own expense is very inconsiderable. The whole labor of instruction devolves on one teacher, who has to superintend and teach, daily, about one hundred and seventeen pupils, a task of no ordinary magnitude and responsibility, but one which is nevertheless performed, as far as the Sub-Board have had the opportunity of judging, with ability and success. The school room is necessarily much crowded, because the Sub-Board, with a view to diffuse the happiness of instruction as widely possible, have felt it their duty to admit as many children as could be conveniently accommodated within its walls.

The pupils of this school have generally conducted themselves, during the past year, with propriety and decorum, and many have made considerable advances in their respective studies.

The Sub-Board would remark, in conclusion, that the school house in this district, being very old, and in a somewhat dilapidated condition, is in want of repairs, and would therefore respectfully recommend that an application be made to the City Councils for an appropriation of \$100 for that purpose.

GEO. WATTERSTON,

N. C. TOWLE,

Sub-Board of Trustees of the Third School District.

Public School of the Third District.

Thomas Goldsmith, Medal for uniform good conduct, obedience, and punctuality; first honor of Male Department.

Sarah Wilkinson, Medal for uniform good conduct, obedience, and punctuality; first honor of Female Department.

First Class.

The Medal to Franklin Ober.

The Premium to Thomas Goldsmith.

Accesserunt—George Howe, Daniel Cronin, Mary Ecton, Sarah Cronin.

Second Class.

The Medal to William Lowe.

The Premium to Daniel Jarboe.

Accesserunt—James Buckley, Jane Lusby, Thomas Howe.

Third Class.

The Medal to John Morris.

The Premium to Samuel Bradley.

Accesserunt—Isabella Ecton, Sarah Johnson.

Fourth Class.

The Medal to P. Cronin.

The Premium to William Ecton.

Accessit—George Conner.

Fifth Class.

The Medal to James Gordon.

The Premium to Joanna Peake.

Accessit—William Meyers.

Sixth Class.

The Medal to C. Erb.

The Premium to Mifflin Piles.

Accessit—Oliver Goldsmith.

REPORT OF THE SUB-BOARD OF THE SCHOOL OF THE FOURTH SCHOOL DISTRICT.

To the Board of Trustees of Public Schools:

The undersigned, for the Sub-Board of the Fourth Public School, respectfully submits this brief statement of the affairs of the school since the recommencement of studies on the 1st of September last, till its close on the 30th July.

The whole number of children who have received instruction in this school within the year, appears, by the last monthly report, to be 243. Of this number 166 have been classed as paying pupils, and 77 admitted free; 11 were under six years of age and 8 over sixteen years.

The number of pupils on the roll and considered as attending pupils, with the exception of the last two months, appears to range from about 130 to 160. Of this number the females appear to constitute about one-third.

For the last two months there appears a considerable diminution in the number of pupils, which is attributed to the prevalence of the mumps in this district; and to the fact that a considerable number of the eldest boys were employed at the United States Arsenal in making cartridges. The usual number will probably reappear at the opening of the school for the ensuing term. The amount of money received by this Sub-Board for tuition for the past year, and including the month of July, 1845, is \$318 04, which amount has been paid over and deposited in bank, as

required by law. From which Mrs. Emma Southworth, assistant teacher, has received as compensation . . . \$229 18
 And Mr. George Custis, temporary assistant . . . 60 00
 Leaving in bank of that fund . . . 28 86

\$318 04

There has been received within the same time, for books furnished the pupils . . . \$61 38
 Of which there has been deposited in bank, to the credit of the School Fund . . . 48 63

Leaving a balance of the amount received . . . 12 75

Of which there was paid for blank book . . . 1 25
 Paid for map of the United States, for the use of the school . . . 2 00
 for subscription to and postage on the Rhode Island Institute of Instruction . . . 1 58
 to Dennis McCurdy, for a set of his Mathematical Charts, ordered by the Board . . . 7 00
 Balance in hand . . . 92

\$12 75

The moneys appropriated by the act approved October 1, 1845, for the support of this school have all been applied to their designated purposes. That which was drawn by this Sub-Board was:

For book case, chairs, water vessels, &c. . . \$30 00
 And for other purposes . . . 21 67

\$51 67

Of which there was paid to J. F. Burch for book case . . . \$15 00
 Paid to George Savage, for clock, bell, water vessels, &c. . . 16 62
 to Walter Warder, for balance due on wood . . . 1 50
 for sawing and putting away wood . . . 5 00
 for cleaning out smoke flue . . . 1 00
 to William Noell, for window screens . . . 4 00
 to John W. Martin, for two door scrapers . . . 75
 to Michael Brown, for whitewashing . . . 1 00
 to George W. Henning, carpenter, and for lumber and nails, in making sundry repairs, &c. . . 5 65
 to J. H. Wilson, for labor and materials in the construction of a sett of window shutters . . . 4 75
 to scavenger's charge, 5 00; paid for candles, 75 . . . 5 75
 for repairs to lock, 75 cents; for shade trees, 2 00 . . . 2 75

\$63 77

Exceeding the amount drawn \$12 10.

In addition to this amount of \$12 10, there is due to Woodward & King \$7 91, being a balance exceeding the appropriation for stoves; and the book and stationery account appears to exceed the amount appropriated by \$16 00; which taken together, show a deficiency of \$36 01. This small excess of expenditure beyond the appropriation has been of unavoidable necessity, and owing to causes which we shall not be liable to in future. We have included it in the estimate for the amount necessary to be appropriated for this school for the ensuing year, and \$30 for shade trees. This is a provision so obviously needed, that it can scarcely be necessary to use argument in its favor. There is also included in the estimate \$22, which is a sum due to Mr. William Wise, for grading and gravelling in front of the school house, and footways on each side, from the front to the back of the lot, and fixing two scrapers.

This item is for work done by authority, and ought to have been provided for in the appropriation for the finishing work of the school house, approved May 20th, 1846, but it appears that Mr. Wise neglected to present his account in time, and thus he has not been paid.

It is deemed to be the duty of this Sub-Board to recommend the immediate procurement of shutters for the windows of the school house. The furniture and contents of the house are not only very unsafe, but the glass which has been broken by mischievous persons in the recess of the school, renders it of absolute necessity. The one window fronting the street was so frequently broken in the early part of the year, by the throwing of stones from the street, that the undersigned felt compelled to have shutters provided. Since then the mischief has been directed against the side windows.

Although the cost of fuel laid in last fall exceeded the appropriation, it will not be necessary to increase the amount for that purpose, as we have considerable wood left, and shall not, therefore, be required to lay in so much as heretofore. The following statement is therefore respectfully submitted, as showing the amount necessary to be provided by the Council, for the support of this school for the ensuing year, and for the special objects above explained:

For the salary of the principal teacher	\$800 00
books and stationery	50 00
fuel	20 00
whitewashing, scavenger's bill, and other incidental expenses	30 00
To meet deficiencies in the last appropriation for stationery \$16, for stoves and fixtures \$7 91, and that of incidental expenses \$12 10	36 10
For shade trees	30 00
To pay an account due Mr. Wise, for grading and gravelling about the school house	22 00
To provide window shutters for six windows	30 00
	<hr/>
	1,018 01

In addition to which, it will be necessary to add the salaries of probably two assistant teachers (with such provisions as may be deemed proper by the Council)

500 00

\$1,518 01

The salaries of Assistant Teachers though apparently magnifying the amount of appropriation for the support of the school, is of course, under the existing law, to be provided for by moneys received for tuition.

The principal and assistant teachers have assiduously devoted themselves to the duties of their vocation, and, it is believed, with a success creditable to their professional reputation. The school register exhibits two hundred and eighteen to be the number of days actually employed in school exercise. The hours of study, it is believed, have been in accordance with the rules of the Board.

The present extent of our school vacation is a subject which is thought by many parents and guardians entitled to serious consideration. Public opinion, so far as indicated in this district, seems to be in favor of more school days and fewer holidays. It is certainly an important subject, and especially in regard to the moral discipline of the pupils.

In a former report from this Sub-Board, the necessity of providing a separate school room for the female department was urged upon the consideration of the Board. This seems to be a suitable occasion for repeating the suggestion; such an improvement would not only tend to advance the success of female instruction, but would render the accommodation for the males more ample, by affording space and conveniences for another assistant teacher, which there can be no reasonable doubt will be required. It is believed that the sum of \$400 would be sufficient for the erection and furnishing an additional apartment for the females, sufficient for forty-five or fifty in number, and also a room for the classes of the male department to recite their lessons, &c., which would be much needed if an assistant teacher should be employed. The female department of this school is well entitled to the kindest sympathies of the Trustees, and the most favorable consideration of the Council.

It presents, in its but yet infant stage, the strongest demonstration of the wisdom and expediency of that provision of the school law requiring a small tuition fee from such as are able to contribute it. It has been by that means alone by which we have been able to compensate the estimable lady who has had charge of the female pupils, and whose labors have been crowned with most praiseworthy success, in the advancement of her pupils in morals and in educational instruction.

With the additional room above proposed, this school house would then be ample and convenient for the accommodation of one hundred and twenty-five males and fifty females, which number its location would readily command.

It has been deemed expedient, in advance of any order or provision for such an object, to cause about thirty shade trees to be planted in front

and around the school house. Although the situation of this school is in a high degree favourable, and the ground attached most ample, yet with its high enclosures, the naked and barren appearance of its surface, gave to it rather a dreary appearance. The trees, though not sufficient in number, are in a fine state of growth, and will soon contribute much to ornament the premises, and to shelter the children from the oppressive heat and searching rays of the summer's sun.

A great inconvenience is experienced at this school, for the want of drinking water more convenient; having as yet to procure it from a pump at several hundred yards distance. There ought, certainly, to be a pump as near as possible to every public school.

I. MUDD, *Trustee.*

Public School of the Fourth District.

William Hercus, Medal for good conduct, general improvement, and promptitude.

First Class.

The Medal to H. W. Burroughs.

The Premium to Jeremiah O'Leary.

Second Class.

The Medal to Joseph Pearson.

The Premium to William Henning.

Third Class.

The Medal to Daniel O'Brien.

Fourth Class.

The Medal to Thomas Lyttleton.

Fifth Class.

The Medal to George Pearson.

The Premium to Catesby Burroughs.

Accessit—Hamilton Gray.

Sixth Class.

The Medal to Thomas Mockabee.

The Premium to Daniel Mockabee.

FEMALE DEPARTMENT.

Ellen Josephine Nye, Medal for best improvement, industry, and attention.

First Class.

The Medal to Virginia Fenwick.

Second Class.

The Medal to Mary Creamer.

The Premium to Alcuszera Barnhouse.

Third Class.

The Premium to Emily Ford.

Fourth Class.

The Premium to Louisa Westerfield.

The Premium to Mary Francis Nye.

RULES AND REGULATIONS FOR THE GOVERNMENT OF THE SUB-BOARDS AND TEACHERS.

1. The Teachers shall punctually observe the hours appointed for opening and dismissing the Schools, and during school hours shall faithfully devote themselves to the public service.

2. If more than one Teacher be employed in any School, the male Teacher shall hold priority of rank, and his direction shall be followed by the other Teachers in the business of the School. He shall have a general supervision of the female as well as the male department, and shall once a month, or oftener, carefully examine the pupils in the different classes in all the studies to which they have attended since his last examination.

3. Every Principal Teacher shall keep a register of his School, in which he shall record the names, ages, dates of admission, and place of residence, of all his pupils. In addition to the register, class bills shall be kept, in which shall be noted the absence of the pupils, and such notes of their class exercises as may exhibit a view of their advancement and standing.

4. The Principals shall make to the Secretary of the Board of Trustees monthly returns of the number of pupils then actually belonging to their Schools, and the average number during the month, the names of such pupils as have been punctually present every day through the month, and also of those who have distinguished themselves by good conduct or improvement. These returns shall be kept on file by the Secretary; and he shall publish semi-annually, in at least one newspaper, the names of those pupils most distinguished for punctuality, good conduct, or progress in their studies, not exceeding five in each class.

5. The Teachers shall practice such discipline in their Schools as would be exercised by a kind, judicious parent in his family, and shall avoid corporeal punishment in all cases where, in their judgment, good order can be preserved by milder measures; and take especial care that the pupil always appear in school with proper neatness and cleanliness.

6. For violent or pointed opposition to his authority, in any particular instance, the Principal Teacher may exclude a pupil from School for the time being, and thereupon shall inform the parent or guardian of the measure, and shall apply to the Sub-board for advice and direction.

7. When the example of any pupil is very injurious, (and in all cases where reformation appears hopeless,) it shall be the duty of the Teacher, with the approbation of the Sub-board, to suspend or expel such pupil from the School. But any child under this public censure, who shall express to the Teacher his regret for his folly or indiscretion, as openly and explicitly as the nature of the case may require, and shall have

given evidence of amendment, shall, with the previous consent of said Sub-board, be reinstated to all the privileges of the School. The Teacher shall include all such in his monthly report required by the Fourth rule.

8. No pupil shall be admitted to the privileges of one School who has been expelled from another, or while under sentence of suspension, unless by a vote of the Board of Trustees.

9. To promote the well being of their pupils, it shall be the duty of the Teachers, as far as practicable, to exercise a general inspection over them, as well out of school as within its walls; and, on all suitable occasions, to inculcate upon them the principles of truth and virtue.

10. In cases of difficulty in the discharge of their official duty, or when any temporary dispensation in their favor is desired, the Teachers shall apply to their respective Sub-Boards for advice and direction.

11. To preserve the health of their pupils, it shall be the duty of the Teachers to give vigilant attention to the ventilation and temperature of the School rooms; nor shall any pupil be admitted to any of the Schools without having been properly vaccinated.

12. To preserve uniformity in the several Schools, the class books shall be such only as shall be authorized by the Board of Trustees.

13. The Schools shall be kept open, from April to October, seven hours, including a recess or recesses not exceeding an hour in all; and from October to April, six hours, with a recess or recesses not exceeding half an hour. No School need be kept on Saturdays. A vacation of *four weeks only* shall be given in the month of August. The first of January, Christmas day, and the Fourth of July, shall be the only holidays.

14. No pupil shall be allowed to depart before the appointed hour for leaving School, except in case of sickness or pressing emergency, and the Teacher's consent must be first obtained.

15. It is recommended to the Sub-boards to examine the classes in their respective Schools at least once each quarter of the year; and visit them not less than once a month, without giving previous notice to the Teacher. The results of such examinations and visits, together with any occurrence affecting the standing or usefulness of the Schools, are to be embodied in the journal of the respective Sub-boards.

16. The Sub-board shall give their advice to the Teacher on any emergency, and take cognizance of any difficulty which may have occurred between the Teachers and parents of the pupils, or between the Teachers themselves, relative to the government or instruction of the School. An appeal, however, to the whole Board is not hereby denied to any citizen or Teacher.

17. All the official acts of the Sub-board shall be done in meetings of the same duly notified by their chairman, and shall, in every instance, be expressive of the sense of a majority of any such Sub-board; and when reported to the Board shall be submitted in writing. Previous to the annual election of Teachers, it is recommended to the Sub-boards to examine, critically, the pupils in all the branches taught in their

respective Schools, and to report them to the Board of Trustees, and, also, in relation to the *discipline* of the Schools, so that the appointment made on that occasion may be judicious.

18. All recitations of classes shall be heard by the *Teachers* only, and not by the pupils, unless in cases of *absolute necessity*.

19. Tardiness beyond fifteen minutes shall be considered a violation of School hours, and shall subject the delinquent to such penalty as the nature of the case may require.

20. Each School may be divided into six classes, with such subdivisions as the Teacher may deem advisable, subject to the approbation of the Sub-boards.

21. The studies of the Sixth Class may be the alphabet, numeration, and the drawing of letters and figures on slates. The book of this class, Kay's Reader, No. 1.

22. The studies of the Fifth Class may be the combination of letters into words, spelling, numeration, notation, and drawing on slate and blackboard. Books for the Fifth Class, Kay's Reader, No. 2, Fowle's Spelling Book, and Emerson's Arithmetic, 1st Part.

23. The studies of the Fourth Class may be reading in Kay's Reader, No. 3, spelling in Fowle's Spelling Book, Arithmetic, (Davies' First Lessons) and writing on slates and blackboards.

24. The studies of the Third Class may be reading in Emerson's Third Class Reader, spelling, writing, Davies' First Lessons in Arithmetic, Mitchell's Primary Geography, and Davenport's History of the United States.

25. The studies of the Second Class may be reading in the Mount Vernon Reader, spelling, writing, arithmetic, geography, Pictorial History of the United States, by Goodrich.

26. The studies of the First Class may be reading, writing, spelling, geography, Parley's Common School History, Smith's Grammar, Pierce's History of England.

27. The Fourth, Fifth, and Sixth Classes may practice writing on slates and blackboards. The First, Second, and Third in copy books. All writing books are to be filed for the examination of the Sub-Board.

28. It being understood that there must necessarily be different degrees of proficiency among so many pupils, especially in the First, or highest Class, such studies as may best comport with the pupil's future destination are allowed to be introduced, at the discretion of the Teachers, subject to the approval of the Sub-board; but, in all cases, before entering upon such studies, the pupil must pass, in the presence of the Sub-board, a satisfactory examination in the required studies of the School.

29. It is recommended to the Teachers in the respective Schools to have a general lesson each day, in which all the pupils may participate and learn, by means of the blackboard, the composition of sentences, spelling, punctuation, the use of capital letters, simple exercises in linear and perspective drawing, outlines of countries, geometrical figures, science of forms, &c. &c.

30. No Teacher or Assistant Teacher shall purchase on account of, or for the use of their respective Schools, any books or stationery other than by a special order of two of the members of the Sub-boards respectively.

31. No books or stationery shall be purchased on account of or charged to the Schools, except such as may be deemed necessary for the supply of indigent pupils, and for the general use of the Schools.

32. No Teacher or Assistant Teacher shall receive into the Schools any pupil without a written permit from one of the Trustees of their respective Sub-boards. Such written permit shall designate the conditions of the admission. A child admitted without pay, will be continuous, or until otherwise ordered; and if books, &c. are to be furnished, it shall be so expressed. Children admitted on the terms of payment, will of course be continued on the prompt monthly payment of the tuition fee of fifty cents. The Teacher may be directed to receive those fees, and shall pay the same over to the Treasurer of the Sub-board; and shall be responsible for the fee of any pupil admitted or continued without payment, as the law requires. And, for the purpose of a more perfect understanding upon this point, the President, or other acting member of each Sub-board, shall have an exact copy of the register or list of pupils kept by the Teacher, which shall be compared and corrected at least monthly; and, when either one of the members shall grant a permit, he shall forthwith apprise the member holding the list, so that it may be recorded.

33. That, should there be any infringement of the "Rules and Regulations" of this Board by the Teachers or Assistant Teachers, it will virtually disqualify such Teachers from receiving payment for their services.

34. That the use of tobacco by the pupils in the public schools of this city be *strictly prohibited*.

35. It shall be the duty of the Treasurer of each Sub-Board to receive from the Register the appropriation for fuel, books, and stationery, and contingencies, and to disburse the same under the direction of the respective Sub-boards and the Board of Trustees. Every bill or account, before being paid, shall be examined and approved by at least two of the Trustees of the District for which it was incurred, and the final approval of a majority of the Board of Trustees, present at any meeting. The Treasurers shall present their accounts to the Register semi-annually—the 1st of January and 30th of June.

ERRATA.

Page 5, line 7, for "seven," read *sum*.

11, line 15, for "proscribed," read *prescribed*.

18, line 25, for "who," read *as*.

23, line 10, for "where," read *whom*.

23, line 11, for "be crowned," read *crown*.

BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS FOR 1845-46.

First District.

GEORGE I. ABBOTT,
JOHN F. HARTLEY,
ROBERT FARNHAM.

Second District.

THOMAS DONOHO,
ANDREW COYLE,
JOHN F. CALLAN.

Third District.

GEORGE WATTERSTON,
N. C. TOWLE,
R. M. COMBS.

Fourth District.

IGNATIUS MUDD,
THOMAS BLAGDEN.

BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS FOR 1846-47.

First District.

GEORGE I. ABBOTT,
JOHN F. HARTLEY,
ROBERT FARNHAM.

Second District.

THOMAS DONOHO,
VALENTINE HARBAUGH,
JOHN F. CALLAN.

Third District.

GEORGE WATTERSTON,
J. T. VAN RESWICK,
ABEL G. DAVIS.

Fourth District.

WM. B. RANDOLPH,
IGNATIUS MUDD,
CRAVEN ASHFORD.

BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS FOR 1845-46

First District

Thomas Bosoro,
August Cove,
John F. Canaan.

Third District

George I. Abbott,
John F. Hartman,
Robert T. Latham.

The Report for
1847

omitted

probably not printed
(no library has any copy of it)

ANNUAL REPORT
OF THE
BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS,
TO THE
CITY COUNCILS.
WASHINGTON, AUGUST 7, 1848.

b

ANNUAL REPORT

OF THE

BOARD OF TRUSTEES OF THE PUBLIC SCHOOLS,

TO THE

CITY COUNCILS.

WASHINGTON, AUGUST 7, 1848.

P

FOURTH ANNUAL REPORT
OF THE
BOARD OF TRUSTEES OF PUBLIC SCHOOLS.

AUGUST 7, 1848.

To the Board of Aldermen and Board of Common Council :

GENTLEMEN : The fourth year of the existence of the present school system has nearly expired. Time enough has been given to test its efficiency, expose its defects, and suggest their remedy. If it has not accomplished all the good its friends and founders anticipated, neither is it justly chargeable with all the evils and deficiencies which its opponents urge against it. When it went into operation, there were but two public schools, having less than 250 pupils, under the care of three teachers. Into these schools none were admitted but the children of the poor, and the schools at length came to be considered as mere charitable institutions. A strong prejudice existed against them in the minds of many, who were unwilling that their children should be educated at the public expense, though they were unable themselves to support them in private establishments. Consequently, many were permitted to grow up in comparative ignorance, and the startling fact was exhibited by the last census that, in a population of 3,900 children between the ages of 5 and 15, about 980 only were instructed in the public and private schools. After making every allowance for errors in the above returns, still it could not be denied that a more extended and liberal system of public instruction was needed, and the friends of education did not cease their efforts until the present system, being a compromise of conflicting views, was established. When it is considered how many difficulties were encountered in the selection of proper locations, the erection of buildings, the organization of the schools, the adoption of rules and regulations and a uniform series of text books, classifying the pupils, many of whom, ignorant and undisciplined, though of mature age, were collected for the first time within the walls of a school-room ; and, in addition to all, the old prejudice against the schools as eleemosynary establishments, it may be fairly asserted that the present system has been productive of great good, and accomplished, in a good degree, the expectations of its friends. Two additional buildings, fitted to accommodate 400 pupils, have been erected. Four principal teachers, supported by the school and general funds, and five assistants, paid chiefly by the tuition fees, have been educating more than 2,000 children, who have been admitted into the

schools since the commencement of the system, January 1st, 1845. The imposition of a tuition fee, while it did not necessarily exclude the children of the poor, at once placed the public in the same rank as the private schools, and has clearly shown that our wealthiest and most respectable citizens will educate their children in public schools, where all, in a republican country should be educated, wherever they possess the same advantages as private ones. The system has prepared the way for free public schools, by awakening interest, removing prejudice, suggesting further legislation, and by the practical benefits which have attended the working of the present schools even in their limited operations. A way is now opened, by the provisions of our new city charter, to increase indefinitely the facilities for public free school education.

The examination of a few facts embodied in the table below, will show clearly that the present system needs some modification, which the Board will take the liberty of suggesting in the course of this report.

By the following table will be seen the state of the schools for the month of July, 1845, 1846, 1847, and 1848, in respect to pay pupils, and the amount received for tuition during those years :

Districts.	1845.			1846.			
	Free.	Pay.	Total.	Free.	Pay.	Total.	Am't of tuition fees.
First.....	140	27	167	128	52	180	\$213 79
Second.....				43	203	246	440 79
Third.....	5	95	100	106	11	116	60 49
Fourth.....	25	71	96	60	65	125	318 04
	170	193	363	347	331	667	1,033 01

Districts.	1847.				1848.			
	Free.	Pay.	Total.	Am't of tuition fees.	Free.	Pay.	Total.	Am't of tuition fees.
First.....	108	48	156	202 25	106	35	141	\$196 50
Second.....	97	100	197	654 87	75	46	121	413 50
Third.....	94	17	111	80 00	96	16	112	100 00
Fourth.....	65	17	82	89 16	67	24	91	135 00
	364	182	546	\$926 28	344	121	465	845 00

From an inspection of the above table it will be seen that the first and third schools commenced with but few pay pupils, and the number increased till the present year. The new schools began with a large

proportion of pay pupils, and the number has greatly diminished, and both the tuition fees and number of pupils have each year been decreasing.

In no one of the schools is the amount of tuition sufficient at the present time to afford the maximum compensation (\$250) allowed by law to one assistant teacher.

Since the adoption of the present charter the pay pupils have fallen off rapidly. The citizens object with justice to the imposition of a tuition fee when they have already paid a tax for the support of free schools, and the proceeds of which still remains unappropriated for that purpose in the city treasury. For these reasons, and others to which we shall presently advert, we recommend the immediate abolition of the pay feature, and urge the expediency and necessity of providing at once for the payment of the five assistant teachers from the general or school funds for the present schools, unless the whole system be immediately modified.

The juncture having occurred, provided by the law of 1844, when the Trustees have found the "tuition fees" insufficient "to employ assistant teachers," they have been obliged with regret to dismiss the the worthy and long-tried assistant teachers of the first, second, and fourth districts, and unless a mode of payment is provided at once, those schools, built and furnished at a great expense, will be opened with a single teacher in each on the first day of September, and many children craving admission must necessarily be refused. In this view of the subject the Board will pardon the Trustees for urging the necessity of immediate legislation.

The usual estimate is appended to this report of the present schools for the current year. It includes the salaries of the five assistant teachers, that being the number employed the past year, to be paid from the general or school funds. Considerable embarrassment having arisen from estimating the precise amount necessary for the various items entering into the expenditure of each school, the Board respectfully suggest the propriety of placing to the credit of the Board of Trustees the gross amount necessary for the support of the schools, to be expended by them in support of the present schools, and such others as the interest of the city require within the means placed at the disposition of the Board. This is understood to be the mode adopted in most of the large cities of the North.

Having recently, at the request of the Boards, laid before them a report embodying the views of the Trustees in relation to the details of a system, they will, without further remark, at once call attention to that report. They refer to the report of the Sub-board of the First District for the present year and to their former reports, in which they urge the want of a new school-house in that district, in the necessity of which the Board fully concurs.

While they indulge the hope that the system of public free schools will be immediately adopted and extended through the city, they cannot forbear to request, in the event of the present system not being

essentially modified, an appropriation to enable them to establish schools forthwith in the First and Sixth Wards.

They beg leave to refer to the reports of the Sub-boards for full and complete details in relation to the operations of each school.

In those reports will be seen the state of each school, the mode in which the money placed at the disposition of the Board has been expended, suggestions for the improvement of the several schools, and the results of the late examination. A small appropriation is asked by the Sub-board of the Second District to enable them to remedy the defect in the furnace for heating the female department. The General Board invite its favorable consideration.

The examination of the First District School was necessarily postponed in consequence of the severe illness of its respected principal, induced undoubtedly by over exertion and close confinement in a badly-ventilated apartment, crowded with pupils, who, as appears by the report of 1846, were literally *decimated* by death, in the course of three summer months. To that report the Board beg leave to refer the Councils for many facts and suggestions in relation to the improvement of the schools.

The Board concur in the recommendation of the Sub-board of the First District, that the salary of the assistant teacher of that school should be made up by a specific appropriation for that purpose, as has been done in other cases; and they refer to the statements of the Sub-board in relation to it.

Trusting that the City Councils will, at an early day, make some provision for the extension of the present school system, so as to be more commensurate with the wants of the city, the Trustees have not deemed it necessary to repeat suggestions heretofore made looking to the improvement of the schools under the existing organization. With all the improvements of which the system under its present form is susceptible, it will prove unequal to the demands of a great and growing population, which, if educated at all, must be educated at the public charge. And the Trustees do regard the elementary instruction of the common school as a *public charge*. In a well-organized and well-conducted system of free schools every man, whatever his stake in the common weal, is to that extent at least interested. It is, moreover, a proper charge on the property of the community, interested as that is in the preservation of social order, the enactment of wholesome laws, and their upright and impartial administration. It is the cheapest and most effective instrumentality society can put in operation for the prevention of crime. The education of the common school may safely rest its claim to contribution from the property of the community, and, in some equitable ratio to the value of that property, on the fact that, under our republican system, every man, rich or poor, ignorant or educated, possesses his proportionate power through his suffrage over every interest of the community which can be affected by the enactment or administration of the laws. It is wise and provident,

therefore, that society should take security against bad laws or a vicious administration of them, by extending to every child the benefit of education free of charge. It will thus at least, to the extent of its ability, ensure to each citizen the requisite fitness to discharge intelligently the duties belonging to his civil and political relations.

Entertaining these convictions, the Trustees have on more than one occasion recommended that the present school system should receive an extension commensurate with the wants of the city, and be made entirely free. Each year's additional experience has added new strength to those convictions. The amount of fees collected from pay pupils is now, by recent circumstances, rendered inconsiderable as a resource, while the partial exaction of them is well fitted to produce an unfavorable influence. The unworthy prejudice which once existed, in a portion of the community at least, against these schools as "charitable institutions," is by this pay system brought within the school itself, tending to create an obvious distinction between those who pay and those who do not—a distinction which not only ought not to be fomented, but which should be most strenuously discouraged and eradicated. Upon the floor of the school-room all pupils should stand (and *feel* that they stand) upon the same level except as merit may have made them to differ. A system of school instruction, (as the Trustees had occasion to remark in a previous report,) may well be pronounced inadequate to the wants of the city, when it makes provision for only 700 of the 5,000 youth between the ages of five and fifteen years, and it is obnoxious to the charge of partiality in the dispensation of its favors, when, upon the principle that justifies the extension of its benefits to any, it should be extended to *all*. Without any violent change, certainly without the subversion of the present system, the schools may be increased at an additional expense, trifling indeed in comparison with the resulting benefits, so as to remedy most if not all of the existing defects.

By collecting the youngest pupils into primary schools, with secondary schools for the more advanced, and a high school where all the advantages afforded by the very best private schools may be enjoyed, it cannot be doubted that a more thorough instruction and a more useful discipline would be secured, while something like an adequate provision would be made for the elementary education of a largely increased number of the youth of the city. The present schools, constituting an essential part of such a system, need no other change than to part with their youngest as well as with their more advanced pupils, and the change of classification, discipline, and instruction which must necessarily ensue.

Benefits by no means the least considerable may be anticipated from the institution of primary schools under the care of female teachers. The employment of females in the training and teaching of the young in primary schools may be safely recommended as the most effective as well as the most economical mode of education for that description of pupils ever yet tried. The careful, considerate, and gentle

sway requiring the necessity of frequent relaxation, the proper influence over the moral feelings, the delicate art of investing instruction with the attraction of pleasure and novelty, indispensable at so early an age, when confinement itself is irksome, and, unless judiciously relieved, injurious, all point to the female as the only fit instrument for the purpose.

The Trustees have glanced, even at the hazard of being tedious, at a few of the advantages sought to be obtained by the extension of the public school system, merely with the view of urging upon the Boards the propriety of early legislation upon this subject.

It is believed that the proceeds of the school fund, together with the probable avails of the capitation tax, will be sufficient to put the additional schools into successful operation; but, if those resources should prove inadequate, the Trustees are still of an opinion that the additional schools should likewise be established, even if it should be found necessary to resort to a small tax on property to defray the expense; and that tax, it is not doubted, would be cheerfully paid by a great majority of our citizens.

By order of the Board.

W. W. SEATON, *President.*

RECEIPTS AND EXPENDITURES OF THE PUBLIC SCHOOLS FOR THE YEAR ENDING JULY 31, 1848.

First District.

DR.	
Balance on hand August 1, 1848, after payment of bills then due	\$6 55
Amount of appropriation, September 2, 1847.....	950 00
Total.....	\$956 55
CR.	
By salary paid the principal Teacher.....	800 00
Rent of lot in rear of school house.....	25 00
Books, Stationery, &c.....	44 81
Premiums, &c.....	13 25
Wood and Coal.....	31 50
Lumber.....	2 50
Scavenger, to January 1, 1848.....	7 50
Repairs, sawing, whitewashing, and sundries.....	19 50
	944 06
Balance.....	\$12 49

Second District.

Dr.	
By appropriation, September 2, 1845.....	\$965 00
Cr.	
By amount overdrawn last year.....	18 50
Salary of principal Teacher.....	800 00
Repairs for two years.....	68 48
Books and Stationery.....	32 07
Premium certificates, printing, &c. last year.....	9 50
Premiums for this year.....	6 00
Scavenger's services, bell, brooms, and contingencies.....	12 00
Charcoal.....	4 75
Wood.....	3 25
Whitewashing.....	10 50
	<u>965 05</u>
Deficiency of appropriation.....	<u>05</u>

Third District.

Dr.	
By balance on hand, August 1, 1847.....	\$8 32
appropriation, September 2, 1847.....	890 00
	<u>898 32</u>
Cr.	
By salary of principal Teacher.....	800 00
Books and Stationery, &c.....	69 60
Wood, repairs, and contingencies.....	23 65
To Balance.....	5 07
	<u>\$898 32</u>
Balance on hand.....	\$5 07

Fourth District.

Dr.	
By amount undrawn August 1st, of the appropriation of October 26, 1846.....	\$28 00
Cash in hands of Treasurer, August 1, 1847.....	9 74
Amount of appropriation, September 2, 1847.....	899 26
	<u>\$937 00</u>
Cr.	
Salary of principal Teacher.....	800 00
Books, stationery, &c. for two years.....	77 81
Sundry small bills for repairs, contingencies, &c.....	20 63
Fuel.....	15 37
Balance on hand.....	23 19
	<u>\$937 00</u>
Balance on hand.....	\$23 19

SUMMARY.

Appropriations for the schools, September 2, 1847, including balances to the credit of the schools at that time :

First District.....	\$956 75
Second District.....	965 00
Third District.....	898 32
Fourth District.....	937 00
Total.....	<u>\$3,756 87</u>

EXPENDITURES.

First District.....	\$944 06
Second District.....	965 05
Third District.....	893 25
Fourth District.....	913 71
Whole amount expended.....	<u>\$3,716 07</u>
Balance on hand.....	<u><u>\$40 80</u></u>

ADDENDA.

The annexed table will exhibit the number of pay and free pupils in the several schools at the close of the year, the amounts appropriated and expended for the support of schools, the average attendance, &c.

Districts.	Number of pay pupils.	Number of free pupils.	Total number of pupils.	Average daily attendance through the year.	Total number of pupils admitted through the year.	The greatest number on the roll through any one month.	The least number on the roll any one month.	Whole number of different pupils admitted since January 1, 1845.	Amounts received from tuition for the year ending August 1, 1848.	Amounts, including balances of former appropriations, appropriated September 2, 1847.	Amounts expended.	Excess.	Deficiency.
First.....	27	114	141	104	248	147	129	472	196 50	956 55	944 06	12 49	00 00
Second.....	46	75	121	153	324	190	121	975	413 50	965 00	965 05	00 00	00 05
Third.....	16	96	112	92	151	112	109		100 00	898 32	893 25	5 07	00 00
Fourth.....	24	67	91	72	202	118	90		135 00	937 00	913 81	23 19	00 00
	113	352	465	421	925	569	449		\$845 00	\$3,756 87	\$3,716 97	\$40 75	05

REPORT OF THE FIRST SCHOOL DISTRICT.

The Sub-Board of Trustees of the First School District submit to the General Board the following report :

They are gratified at being able to express their approbation of the manner in which the duties of instruction, in both departments of the School of the first District, have been performed during the last year. The great number of pupils, ranging in age from 5 to 16 years, and the consequent variety of discipline required, have severely tasked the physical strength and mental powers of the teachers to an extent which cannot, possibly, under the existing system, be compensated by any adequate results. These duties, onerous as they are, have not only been faithfully performed, but much time beyond the requirement of the regulation has been devoted to the exercises and labors of the school room. It is a matter of just surprise that so much has been accomplished under the circumstances referred to. The aspect itself of an assemblage of more than one hundred pupils, ranging in age, almost from infancy to early manhood, in studies, from the alphabet to the higher branches of knowledge, and in discipline, from that but little removed from the nursery to that fitted for nearly full grown men, and all under the guardianship and direction of a single mind, will suggest enough of the difficulties to be encountered by the faithful teacher as to render lengthened comment unnecessary. To those who have felt the harrassing and exhausting effect of being obliged to pass through a daily routine of rapid transitions from one mode of discipline and teaching to another, through all the gradations of study, from the higher branches of knowledge to the mere elements, it is a matter of just surprise, that any teacher can long endure the labor, or that any real progress can be made by the pupils. But when the pupils of that description are *two-fold*, or even *three-fold*, the number a teacher can do justice to, under a proper classification, and the most favorable circumstances in other respects, there is presented a monstrous perversion of every thing like a rational and useful system of education. These disadvantages are, as far as practicable, to be overcome by the teacher at a vast expenditure of physical and mental strength ; and the undersigned feel free to declare that in their opinion, the school of the First District has afforded, both in discipline and instruction, all the benefits that any friend of the existing system could have reasonably anticipated ; while they re-affirm the opinion which they have heretofore expressed, that ample justice cannot be done to the instruction of youth under any system that does not provide for the arrangement of pupils in separate schools, according to age or proficiency, where a corresponding course of discipline and instruction may be pursued.

Any system of education, to be useful, must have a careful regard to the moral deportment of pupils, and the formation of the habit of in-

telligent and cheerful obedience to lawful authority, coupled with that feeling of just self respect so indispensable to true manliness of character. Moral influences, in the present improved systems of education, are fast supplanting the discipline of the rod; and the undersigned are happy to state that but few instances of corporeal punishment have occurred in the school of the First District during the last year. The efforts of the teacher seem to have been steadily directed to the substitution, wherever practicable, of the discipline of moral influences for that of force, and, it is believed, with the happiest results.

The duties of the teacher in the female department of the school, at all times difficult and delicate, have been performed by Mrs. Henshaw in a manner that entitles her to the special commendation of the undersigned; and some certain and adequate provision should be made for her compensation. The fees of pay-pupils, on which she was to rely for compensation, (within the maximum allowed by law—\$250,) have fallen far short of that amount. As an act of sheer justice—the payment of a fair equivalent for services faithfully rendered—this meritorious teacher should be compensated to the full amount of an assistant's salary. The undersigned would, therefore, respectfully request the General Board to urge on the City Councils the propriety and equity of an appropriation for Mrs. Henshaw's benefit, to the amount of arrearages now due to her, and of an adequate and certain provision for her compensation in future by an appropriation for that purpose—the fees of pay-pupils, (if to be paid at all,) to go to the school fund.

The Trustees feel it to be their duty again to call the attention of the Board to the propriety, not to say necessity, of the erection of a school-house in the First District. The building now used for that purpose is an inconvenient and unsightly structure at best, and it may well be doubted whether any amount of mere repairs can change it materially for the better. Its internal arrangements are inconvenient; it is deficient in light and the means of ventilation, and in a situation altogether unfit for the purpose. As it stands at the intersection of G and 14th streets, with no grounds about it for the recreation of the pupils, the latter, during the recess, are thrown on the public streets. A school-house, to answer the purpose of such a structure, should stand apart from public thoroughfares and the neighborhood of private dwellings, in an airy situation, if possible, with sufficient grounds attached to it for the recreation of the pupils, without the necessity of their exposure to the temptations of the street, or of the public to annoyance. Without dwelling longer on considerations heretofore presented on this subject, the undersigned will barely add, that they believe that suitable sites can be procured, at central points, within the First District, which would answer the conditions to which they have referred. Many of the difficulties which now most embarrass the teacher in the arrangements of the school-room—such as the construction of seats, recitation rooms, the disposition of apparatus for illustration and teaching, and other useful adjuncts to the teacher's art—would wholly, or in a great measure, disappear in the arrangements of a new house properly con-

structed, and under a system admitting of a more uniform and simple classification of pupils.

JOHN F. HARTLEY,
G. J. ABBOT,
R. FARNHAM,
Trustees.

TO THE BOARD OF TRUSTEES OF PUBLIC SCHOOLS :

GENTLEMEN : I respectfully submit, in accordance with the " Regulations for the government of the Teachers of the Public Schools," the following report of the condition of the school of the First District for and during the month of July, and add, by direction of the Sub-board, the more important statistics of the school for the scholastic year terminating July 31, 1848.

The whole number of pupils of both sexes upon the register upon the 31st of July, was 141. Of this number 111 were boys, 30 girls.

The average attendance of the month was 111. The average time made by the pupils of the school in the nineteen school days of the month was fourteen days.

The total number of pupils upon the register of the school, July 31, 1847 was . . . 156
Total number received into the school during the year ending July 31, 1848, was 92

Total number during the year . . . 248

Total number withdrawn during the year . . . 107

Leaving upon the register, July 31, 1848 . . . 141

The average daily attendance of the year was . . . 104

Sixty boys and twenty two girls have been pupils of the school during the whole year . . . 84

The Sixth Class of the school numbers 27. The first division of this class (9 in number) are learning the alphabet and making letters on slates ; the second division numbers 18 and are combining letters into monosyllables and making figures, and writing words upon slates . . . 27

The Fifth Class numbers 21. These are reading and spelling in Burham's Monotonical Speller and in Kay's Reader, No. 2 ; are using " Emerson's First Part" in arithmetic, and are making figures and combining words on slates . . . 21

The Fourth Class numbers 29. These are reading, spelling, and defining ; writing, and studying arithmetic in Davis' First Lessons . . . 29

The Third Class numbers 30. The studies of this class are reading, writing, arithmetic, geography, and history . . . 30

The Second Class numbers 28. The studies of this class are those of the Third Class, with the addition of English grammar and composition . . . 28

The First Class numbers 6. The studies of this class are those of the Second, with the addition of book-keeping and forms of accounts . . . 6

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The foregoing exhibit of the studies of the several classes of the school embraces all the branches required by the rules of the Board to be taught in the public schools; and while I have felt it to be my duty to keep within the sphere of instruction prescribed by those rules, I have not felt myself precluded from discoursing occasionally, upon other and higher branches of knowledge; upon Astronomy, that so powerfully tends to lead the mind "to look through Nature up to Nature's God;" upon steam as a motive power; upon electricity and electro-magnetism, their nature, properties, and agencies, natural and artificial sciences, that are engaging the attention and evoking the powers of some of the first intellects of Europe and America, and from which results have already been obtained of incalculable value to mankind; upon these and some other sciences, the uses of which are practical and familiar, while their principles are, to many, hidden mysteries, I have occasionally spoken, divesting them as much as possible of technicalities, and endeavoring so to simplify and condense them, as to bring them level to the range of thought and within the capacities of the larger portion of my pupils. But to speak intelligibly upon these subjects without any, even the simplest, philosophical apparatus for practical illustration, is an exceedingly difficult task even to adult minds, if wholly unlearned in them before.

I would respectfully suggest, with profound deference to the judgment of the Board, a revision of the Text Books of the school. I cordially concur with the Principal of the Second District School, in recommending Swan's entire series of school books, and I have been as favorably impressed by an examination of "Chandler's Common School Grammar," but holding, as I do, the opinion that he who would successfully teach to youth the grammatical construction of a language, must do it, chiefly, by oral instruction, I could not recommend its substitution for that now in use in the school. In my monthly report for November last, I respectfully suggested to the Board the introduction into the school of a work entitled "First Book on Anatomy and Physiology," by Calvin Cutter, M. D. &c. &c. I am happy to find myself sustained in that recommendation by the concurrent opinion of my colleague in charge of the school of the Second District, especially as his judgment has been enlightened by the study and practice of the healing art. If the Board will pardon me, I have one other request to prefer: It is that I may be permitted to use, with the more advanced portion of my pupils, a work on arithmetic, entitled "A Practical Treatise on Arithmetic," by George Leonard, jr. first published in 1840 by Otis, Broaders & Co. Boston, and now in its twelfth edition. I respectfully suggest to the Board a comparative examination of this work.

I have the honor to be, with great respect, gentlemen,

Your obedient servant,
J. L. HENSHAW,

Principal of First District School.

AWARD OF PREMIUMS.

FEMALE DEPARTMENT.

First Premium, for correct and amiable deportment, to Miss Susan Clokey.

Second Premium, for correct and amiable deportment, to Miss Ann Emma Barron.

Third Premium, for correct and amiable deportment, to Miss Mary Gallagher.

First Premium, for punctual and regular attendance, Miss Catherine Gradey.

Second Premium, for punctual and regular attendance, Miss Mary Frier.

First Premium, First Class in History of United States, Miss Edith Henshaw.

First Premium, Second Class in History of United States, Miss Mary Brannan.

Second Premium, Second Class in History of United States, Miss Ann Emma Barron.

Third Premium, Second Class in History of United States, Miss Margaret Leach.

First Premium, Third Class in History of United States, Miss Susan Clokey.

Second Premium, Third Class in History of United States, Miss Joanna Miller.

First Premium, Second Class in Geography, Miss Mary Brannan.

First Premium, Third Class in Geography, Miss Rosa Connaughton.

Second Premium, Third Class in Geography, Miss Catherine Gradey.

First Premium, Class in Orthography, Miss Euphemia Baxter.

First Premium, First Class in Arithmetic, Miss Elizabeth Fowler.

First Premium, Second Class in Arithmetic, Miss Anna Fowler.

Second Premium, Second Class in Arithmetic, Miss Eliza Padgett.

First Premium, Third Class in Arithmetic, Miss Mary Gradey.

First Premium, Second Class in Orthography, Miss Ellen Tenley.

Second Premium, Second Class in Orthography, Miss Willie F. Barron.

Third Premium, Second Class in Orthography, Miss Margaret Godfrey.

Fourth Premium, for correct and amiable deportment, Miss Mary J. Grant.

MALE DEPARTMENT.

First Premium, First Class in English Grammar, James F. Owens.

Second Premium, First Class in English Grammar, John Z. Col-lison.

Third Premium, First Class in English Grammar, James Croggon.

First Premium, Second Class in English Grammar, Josiah V. Grant.

Second Premium, Second Class in English Grammar, Charles Laporte.

First Premium, Third Class in Geography and History, Joseph Godfrey.

Second Premium, Third Class in Geography and History, Dennis Gallagher.

Third Premium, Third Class in Geography and History, John Connor.

Four Premiums of equal merit awarded in the 2d division of the Third Class in History and Geography, to Henry Howlett, Howard Howlett, Chapman Ourand, and Isaac Jones.

First Premium for improvement in Writing, Jesse M. Ferguson.

Second do do do Robert Ferguson.

Third do do do James Collins.

Fourth do do do Charles Denham.

First Premium for Exemplary Deportment, Samuel Clokey.

Second do do do Joseph Flowman.

Third do do do James W. Ashton.

Fourth do do do George T. Cassell.

Fifth do do do James Cassidy.

Two Premiums of equal merit awarded for General Excellence as well in scholastic exercises as in moral deportment, to Thos. Fowler and Joseph Fowler.

ANNUAL REPORT OF THE SUB-BOARD OF TRUSTEES OF THE SECOND DISTRICT SCHOOL.

The Trustees of the Second District School report that, from the 1st of September, 1847, to 31st July, 1848, 324 pupils were admitted into this school, exclusive of the re-admission of such as left for several months and afterwards returned. Of the 324—95 were females and 229 males—127 were admitted *free*, and 197 paid the tuition fee. The amount of tuition fees received for the year has been \$436 89. Since the opening of the school, September 1, 1845, and the present time, 975 different pupils have enjoyed its advantages. Until the first of May, the receipts of the school were sufficient for the payment of two Assistant Teachers, but from that time so great has been the decrease in the number of paying pupils, that the receipts have barely sufficed to pay one assistant.

The general impression prevailing among the parents of the children, that the payment of the school tax under the new charter, superseded the necessity of paying any longer for tuition, and the employment of a large number of boys in the extensive printing establishments in this city during the session of Congress, has, beyond all question, been the cause of the great deficiency in our

usual receipts. With regard to our Second Assistant Teacher, it is but just to remark, that though he has not been employed by us since the month of May, and was expressly informed by us of our inability to employ him any longer for the want of the means of paying him, he has monthly continued to attend during the months of June and July, without any compensation. It is due to him to say, that his voluntary services have been highly important, as without them the principal teacher could hardly have done justice to the number of pupils in daily attendance. In performance of our duty, we have made repeated visits to the school during the year, and have always been gratified to observe the attention and care of the teachers to the interests of their pupils.

We have found the furnace for warming the upper room of the School House, entirely insufficient for the purpose, (indeed so little use was it in extreme cold weather the children had to be sent home.) At the same time, the Board do not believe that the fault is in the furnace itself, (for the one for the lower room operates admirably,) but from its location in the basement, and the heated air being admitted at an extreme point of the room. The Board propose to alter these objections, and it will require an appropriation of \$25 for that purpose.

An examination was held according to direction of the Board of Trustees on Wednesday, July 26th, in presence of the Trustees and several visitors, in which the pupils of both departments acquitted themselves to the entire satisfaction, we believe, of all who witnessed it.

In the male department, the first class evinced a familiarity with the principles of Grammar rarely acquired by pupils of such an age, a fact not less creditable to themselves, than demonstrative of the care with which they have been instructed. In Geography, too, the proficiency of the same class was highly apparent; indeed all the classes acquitted themselves so well as to make it difficult to determine the pre-eminence.

Of the female department, we cannot speak in terms of too high praise. The maternal character of its whole government is such as to reflect the highest honor on the head of that department. We annex below a list of those to whom it was thought proper to award the medals and premiums; also estimates of the probable wants of the school for the ensuing year:

ESTIMATES.

For salary of principal Teacher.....	\$800 00
salaries of two Assistants.....	500 00
books and stationery.....	75 00
fuel.....	60 00
contingent expenses.....	50 00
altering furnace.....	25 00
	<hr/>
	\$1510 00

THOMAS DONOHO,
V. HARBAUGH,
P. F. BACON, } TRUSTEES.

AWARD OF PREMIUMS.

FEMALE DEPARTMENT.

First Class.

Medal to Rachael Parker, for Amiability of Deportment.

Medal to Margaret Moore, for Superiority.

Second Class.

Premium to Eliza Titus Ward, for Proficiency.

Medal to Emily Robinson, for Superiority.

Third Class.

Premium to Sally V. Robinson, for Correct Deportment.

Premium to Francis E. Hoover, for Assiduity.

Premium to Ann S. Hoover, for Assiduity.

Medal to Laura Peadechord, for Punctuality.

Medal to Victoria Hill, for Superiority.

Fourth Class.

Premium to Mahula Peadechord, for Assiduity.

Premium to Mary Findley, for Penmanship.

Medal to J. P. Donelan Caton, for Superiority.

Fifth Class.

Premium to Granville Harford, for Assiduity.

Medal to Malinda Brooks, for Superiority.

Sixth Class.

Premium to Isabella Moore, for Proficiency.

Premium to Indiana Hoover, for Improvement.

Premium to Margaret Picken, for Improvement.

MALE DEPARTMENT.

First Class.

Medal and Premiums to Joseph King, Charles Matlock and John G. Robinson, as equal.

Second Class.

Medal to James I. Randolph, for Superiority.

Premium to John Bulger, for Proficiency.

Third Class.

Medal to Joseph McCarthy and Silas Moore, as equal.

Premiums to George Boos and Andrew P. McKenna, as equal.

Fourth Class.

Medals and Premiums to Warren White, Thomas Baker, Henry White, Gabriel Edmonson, Thomas Burns, and Enoch Edmonson, as equal.

Fifth Class.

Medal and Premiums to John F. Baker, John Howard, Charles Weaver, John S. Hoover, John Kavanaugh, and Geo. Betts, as equal.

Sixth Class.

Medals to Lewis F. Clements, John Sollers, B. T. Kavanaugh, and William Brooks, as equal.

Premium to Thomas S. Gattrel and Douglass Cooper, as equal.

Medal to William King, for Punctuality of Attendance.

Medal and Premiums to Thomas W. Baird, Thos. Y. Robinson, Alexander Picken, and C. M. Towers, for highest rate of improvement.

Premium to J. K. Plant, for Arithmetic and Penmanship.

Medals to Joseph King, William King, William Brooks, and John S. Hoover, as equal for general good conduct and punctuality.

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THIRD ANNUAL REPORT OF THE PRINCIPAL TEACHER OF SECOND DISTRICT SCHOOL.

As the old system under which the present schools went into operation may be supposed to have ceased with the scholastic term for this year, it is not deemed necessary to repeat the minute details contained in former annual reports, their sole object being to furnish grounds of opinion as to the practicability of the scheme of combining free tuition with the discretionary demand of tuition fees. So far as the Second District School is concerned, the monthly reports will show that, except for a portion of the first two years, the receipts for tuition have not been sufficient to pay for the number of assistant teachers actually required to do justice to the pupils admitted. For the last two months so greatly have the receipts fallen off, that they have been barely sufficient to pay for one assistant, in a separate department, while the number of pupils thrown upon the teacher in the other departments has been at all times double that which it has been determined as proper and expedient to entrust to the care of a single individual.

Under the impression, then, that my former reports will furnish all the details necessary to give to the Board a full understanding of the state of the school, I shall confine myself to a summary of these reports, so as to show, at a single view, all the general facts from which any useful information can be gathered.

The number of pupils which have been admitted into the school from the 1st September, 1847, to the 31st July, 1848, has been 324.

Of this number 95 were admitted to the female department, and 229 to the other. But of the 95 admitted to the female department 76 only were females; the remainder, 19, being boys of a tender age.

Of the whole number admitted only 100 were sufficiently advanced to be placed in the three first classes; the remaining 224 were all assigned to what may properly be called the primary branches, to wit: the alphabet, spelling, reading, writing, and the elementary rules of arithmetic.

Of the number admitted 127 were free pupils, 197 pay—324. But of those who paid on admission many were afterwards transferred to the free list.

The average attendance throughout the year has not exceeded 130. As the great majority of the children admitted to the public schools will always be of those belonging to the primary branches, it is of vital importance that a series of books should be selected best suited to their capacities, and containing no words but such as are the signs of *ideas*. With too many of the book-makers, sound seems to be regarded as of much more importance than sense, and the memories of children are burdened without the slightest correspondent benefit. To supply, as far as I could, the defects in our whole series of school books, it has been my practice, one day in every week, to form the whole school into a single class, for the purpose of teaching them the meaning of familiar terms in every department of life and every branch of industry; terms which they not only have used, but are themselves in the habit of using daily, without the slightest idea of their proper application. The personal gratification resulting from the success of this practice has more than repaid me for the additional labor and exertion required in pursuing it; for it enables me to say, with the firmest confidence of its truth, that no child has ever been with me a week, without learning *something* more than he knew before. Numerous books have been laid before me for examination by the publishers and their agents during the year, and I have devoted much of my leisure time to a critical review of them. The result is, that I would strenuously recommend to the Board the adoption of Swan's series of school books, published by Thomas Cowperthwaite & Co., of Philadelphia, as decidedly the most satisfactory that I have seen. In addition to Swan's whole series, the same publishers have issued Chandler's English Grammar and Jarvis's Practical Physiology, both designed for the use of schools, and both executed in a manner to render these important studies intelligible and acceptable to the youthful mind. I need not say a word upon the *uses* of physiology. It has now become a regular branch of study in all the public schools of the North, and will, I trust, soon find its way into ours.

As my re-election as a teacher is a future contingency, and this may be the last opportunity afforded me of addressing you as a body, I cannot close without expressing the grateful sense I entertain of the kind confidence which the Board has always seemed to repose in me, and ascribing to *that confidence* all the good, if any, which it has been

in my power to do in the humble vocation of teacher. With the sincerest wishes for the individual and collective prosperity of the Board, I have the honor to be their obedient servant,

T. WATKINS, *Principal.*

ANNUAL REPORT OF THE SUB-BOARD OF TRUSTEES OF THE THIRD DISTRICT SCHOOL.

The condition of the school in the Third School District is nearly the same as it was at the close of the last year. The total number of pupils, of both sexes, instructed during that period, was 151.

A sum sufficient to pay the assistant teacher eight dollars per month has been received from the pay scholars during the past year, and his services cannot be advantageously dispensed with. The demand for admission into this school continues to increase, and shows the necessity of an additional public school for the education of the increasing youthful population of this quarter of the city. This demand may, however, be attributed to the skill, capacity, and experience of the Principal, Mr. Hugh McCormick, who has grown gray in the service of the Corporation, and whose reputation as a teacher stands very high.

At the last public examination the pupils of this school acquitted themselves to the satisfaction of the Sub-Board of Trustees, and evinced a considerable improvement in the different elementary branches of education in which they had been instructed. Their proficiency, especially in practical arithmetic, was such as to excite the admiration of their examiners, and to reflect great credit on their own industry and attention, as well as on those of the principal and his assistant. It was highly gratifying to see children who might otherwise have been buried in the gloom of ignorance, thus rendered capable of solving questions in arithmetic of no little difficulty, almost with the rapidity of thought, and displaying other attainments in learning calculated to make them useful members of society, and qualify them for the usual occupations of life.

These examinations, though like all others, necessarily cursory, are conducted with entire impartiality, and the examiners, usually the members of the Sub-Boards, being wholly unacquainted with the pupils, cannot, of course, be influenced by any feeling of partiality or favoritism in the distribution of premiums to those who appear to merit and who are selected to receive them. At the last examination the proficiency of some was so nearly equal that the examiners were obliged to submit to the arbitrament of lot the award of the premium which, in some cases, but only one could receive. The propriety, however, of granting premiums at all, is, the Sub-Board thinks, somewhat questionable. They are apt to produce dissatisfaction and heart burnings among those who are disappointed in receiving none, or such

as are not commensurate with the opinion they entertain of their own merits or proficiency ; and the Trustees may be improperly censured for withholding from these self-constituted judges the premiums to which they may fancy themselves, though not in reality, entitled.

The Sub-Board would again suggest the necessity of a small additional appropriation for the purchase of a lot in the rear of the one on which the school house stands, and for new benches to replace the present ones, now nearly worn out, and somewhat inconvenient. For this purpose, it is believed that an appropriation of \$150 would be sufficient, and for the current year the usual appropriation will be required to defray the expenses of the school. Accompanying this is a list of names of those pupils who have, by their good conduct, regular attendance, and proficiency in their studies, merited and received premiums at the last examination.

GEORGE WATTERSTON,

ABEL G. DAVIS,

Sub-Board of Trustees.

PRINCIPAL TEACHER'S REPORT.

THIRD DISTRICT SCHOOL, July 1, 1844.

GENTLEMEN: On the 30th June, 1847, there were 110 children in the school ; forty-one have been admitted since, and during the same time thirty-nine have been withdrawn, leaving now on the list the names of one hundred and twelve children, viz: eighty males and thirty-two females. Of these, fourteen males and three females are pay scholars, the rest being free.

Very respectfully,

HUGH McCORMICK, *Principal.*

SUMMARY.

30th June, 1847—on the list.....	110
Admitted since.....	41
	<hr/>
	151
Withdrawn.....	39
	<hr/>
30th June, 1848—on the list.....	112
Free scholars.....	95
Pay do	17
	<hr/>
Total.....	112

AWARD OF PREMIUMS.

Premium awarded to Madison Davis for regular attendance.

Multiplication Table.—Premiums awarded to Marceline Goodrich and Margaret Knoxville.

Arithmetical Tables.—Premiums awarded to John Goodrich and Isabella Reed.

GEOGRAPHY.

First Class.—Premiums awarded to Mary R. Acton and Jos. Cook.

Second Class.—Premiums awarded to Wm. Lowe and John Cook.

READING.

First Class.—Premiums awarded to Thos. Marche and Jane Lusby.

Second Class.—Premiums awarded to Thos. Talbot, Emma Gates, and John Cook.

First part Third Class.—Premiums awarded to James Fillins and Louisa Goldsmith.

Second part Third Class.—Premiums awarded to John Downey and Christopher C. McKinney.

Fourth Class.—Premiums awarded to Amelia Carrico and Ellen C. Barnes.

Fifth Class.—Premiums awarded to Ann Ecton and Mary Anderson.

PRACTICAL CIPHERING.

First Class.—Premiums awarded to Samuel W. Bradley, John Cook and Robert Acton.

Second Class.—Premiums awarded to Wm. Lowe, Wm. Acton, Madison Davis, George Connor, Sarah Eaton, and Joanna Peake.

ARITHMETIC.

First Class.—Premiums awarded to Jas. Cross and Robert Acton.

Second Class.—Premiums awarded to Daniel Davis and Wm. Acton.

Third Class.—Premiums awarded to Isabella Reed and John Downey.

Class in Long Division.—Premiums awarded to James Fillins and Philip Cronin.

First Class in Simple Multiplication.—Premiums awarded to Mary Dulin and William Talbot.

Second Class in Simple Multiplication.—Premiums awarded to Marceline Goodrich, Ann Ecton, and Wm. Edelin.

Class in Simple Addition.—Premiums awarded to Amelia Carrico and Jasper Scott.

ANNUAL REPORT OF THE TRUSTEES OF THE FOURTH DISTRICT SCHOOL.

The Sub-Board of Trustees of the Fourth School District respectfully report that the whole number of pupils that received instruction in the School during the year ending 31st July, 1848, is 202, of which

number 62 were females. The average attendance of males per month has been 71, of females 31, making the general average of the school 102. The number of pupils admitted as pay scholars was 60; the number admitted as free scholars was 142.

With respect to the character and prospects of the school, the Sub-Board regret to state that the flattering anticipations with which the school opened, have not been realized. It should not be concealed that the school has so depreciated in the estimation of the people, as to be at present comparatively useless. Justice to the public demands that the causes that have brought about this result should be strictly and impartially investigated, and immediately removed. The radical defects in the present school system are, without doubt, among the most prolific causes of this failure. No system, however perfect in other respects, can succeed, which makes a distinction among its pupils—or, in other words, recognizes paupers in one class and pay scholars in another. The great principle of equality is as necessary to the successful operations of the republic of letters as a republic of politics. The truth of this assertion needs but a glance at our present system to discover, or at that of Baltimore, where, we are assured by good authority, it has had the effect of filling the schools with the sons of the wealthiest, excluding those of the poorer classes, for whom the schools are principally instituted. Another defect in the present school system, is the absence of a High School, which is believed to be indispensable to the success of any system of public schools. So apparent has this fact been in Baltimore, that the Trustees, in their annual report, declared that “it was the very foundation upon which rested the ultimate success of public education in that city, and unless it were properly fostered they might in a very short time be deprived of a powerful auxiliary.” They state that at the time the High School was established, the number of scholars was 675; the number has increased to 3,043. This great increase was caused by the filling up of the Primary Schools, through which it was necessary to pass before entering the High School. Is not the possession of these facts sufficient to convince all who desire the success of the public schools in this city, of the necessity of a High School, to act as a stimulant to the ambition of parents, and to excite in the minds of the pupils an emulation for those higher honors and acquirements which will thus be placed in their reach?

But it is proposed by some to establish a new system, embodying in principle a High School, deferring its establishment, however, until a sufficient number of scholars to fill it at once shall have passed through the Primary Schools.

The present system of schools has now been in operation nearly four years, and we have about twenty pupils capable of entering the High School. It requires no computation to show that at this rate we should never be justified in forming such an institution. On the other hand, its immediate establishment would, in connection with the changes recommended, give an impulse to the whole system, which would result, it is believed, in early and complete success.

It clearly appears to the Sub-Board, as has been heretofore suggested, that the scheme of education adopted in the public schools should be, in every respect, equal to that pursued in the best private institutions. Hence the necessity of a High School, as a complement to the present incomplete system of public instruction.

In conclusion, the Sub-Board beg leave to suggest that means should be adopted to secure a more regular attendance on the part of the pupils, and that rules for the preservation of the public property, in books, &c. should be distinctly enacted, and diligently enforced.

JAMES E. MORGAN,
CRAVEN ASHFORD,
Trustees.

AWARD OF PREMIUMS.

MALE DEPARTMENT.

Medal to John Pearson, for regularity, promptitude, and general improvement.

GRAMMAR.

First Premium to Joshua Pearson; second Premium to Edwin Gray.

HISTORY.

First Premium to Edwin Gray; second Premium to John W. Pegg.

GEOGRAPHY.

First Class.—First Premium to Edwin Gray and Joshua Pearson; second Premium to Patrick Carroll.

Second Class.—First Premium to John W. Pegg; second Premium to William Laskey.

Third Class.—First Premium to George Pearson; second Premium to John T. Ashford.

Fourth Class.—First Premium to Daniel Mockabee; second Premium to Benjamin F. Lloyd; third Premium to Edward Green.

Fifth Class.—First Premium to Thomas Breslyn; second Premium to William Leddon; third Premium to Benj. F. Gray.

ARITHMETIC.

First Class.—First Premium to Joseph Pearson; second Premium to George R. Thompson.

Second Class.—First Premium to William Gray; second Premium to John T. Ashford.

WRITING.

First Premium to John W. Pegg; second Premium to John T. Ashford and Edwin Gray.

FEMALE DEPARTMENT.

Medal to Jane Toomy for regularity, promptitude, and general good conduct.

Premium to Susannah Salisbury, for improvement in Writing.

Premium to Sarah King, for Geography.

Premium to Caroline Whitmore, for Arithmetic.

Premium to Jane Toomy, for Geography and Arithmetic.

Premium to Frances Salisbury, for Spelling.

Premium to Caroline Furguson, for Reading.

Premium to Rachel Whitmore, for Spelling and Arithmetic.

THIRD ANNUAL REPORT OF THE PRINCIPAL TEACHER OF THE FOURTH DISTRICT SCHOOL.

GENTLEMEN : I beg to submit to you the following as my Annual Report of the Fourth District School for the year ending 31st July, 1848 :

The number of male pupils that have received instruction in the school during the year is.....	140
The number of female pupils similarly received and instructed.....	62
Total number of pupils entered in the year.....	202
The average of males per month has been.....	71
The average of females per month has been.....	31
General average of the school.....	102
The number of pupils classed as paying.....	60
The number of pupils entered free.....	142
Total.....	202

With respect to the character of the school during the past year, it is due to remark, that the majority of the pupils have been of the most elementary grade, a great many literally ABCdarians, so that with an exception of about 25 pupils on an average, the school might not be improperly termed a Primary one.

The experience of another year has convinced me of the imperative necessity of laying down and unflinchingly carrying out more stringent rules than those in force with regard to the regular and prompt attendance of the pupils on the school sessions. The code of regulations framed at the commencement of the present system placed the subject of prompt attendance, omitting altogether the matter of *regular* attendance, wholly under the teacher's control. This would probably be sufficient if the evil were ultimately referable to the delinquency of the pupil, which in a great many cases it really is not. What is wanted, is a means of control over those unthinking

heads of families, who, often on the most frivolous grounds, hesitate not to detain their children at home to an hour much later than the one appointed for the opening of the school.

That this evil, as well as the kindred one of irregular attendance, is not confined to the 4th District, or to this city, is proven from the amount of solicitude it has engaged in every community where Public Schools have been established, and records of their proceedings kept and published. The remedy pretty generally adopted in this country is, at first, temporary suspension, and for pertinacious tardiness or irregularity, final expulsion. I would respectfully refer you to the rules of the Baltimore City Schools on this head.

Another matter requiring notice, affecting, as it very materially does, the practical efficiency of the school, is the loss and destruction of books by the pupils during their use at home for the purpose of studying evening lessons. These losses and defacements are far too common, and require to be obviated by compelling, in such cases, a renewal of the lost or injured property by the parent of the party entrusted with the same. A refusal by such parent to comply with this reasonable and necessary demand, should be met with by a suspension of the pupil until due compliance.

The correction of these irregularities will not fail, I think, to place and keep this school on a perfectly good footing, securing to the pupils all the advantages of a regular and orderly progress, keeping the school work always in place, and putting an end to that palsyng discouragement which must ever attend the efforts of a teacher struggling with juvenile ignorance, and parental indolence, and apathy, and unconcern.

Your obedient servant,

HENRY HARDY, *Principal Teacher.*

ANNUAL REPORT

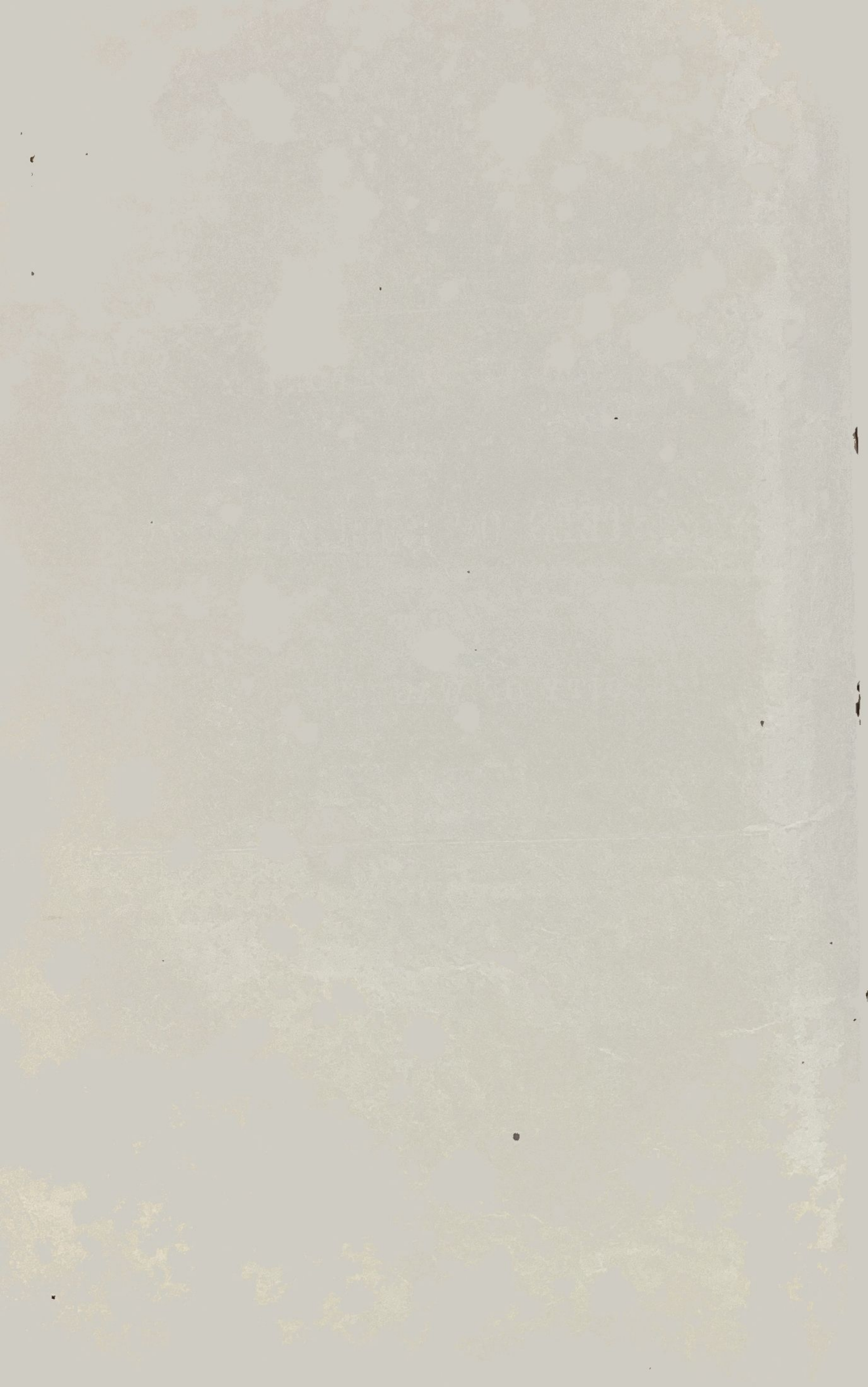
OF THE

TRUSTEES OF PUBLIC SCHOOLS

OF THE

CITY OF WASHINGTON,

AUGUST 13, 1849.



REPORT OF THE TRUSTEES OF THE PUBLIC SCHOOLS.

*To the Board of Aldermen
and Board of Common Council :*

GENTLEMEN : It is with no ordinary satisfaction that the Trustees of the Public Schools enter upon the task of submitting, in conformity with law, a report of the condition of the several Schools under their charge.

The Trustees have just completed the examination of the several District and Primary Schools. In this work they were diligently and laboriously occupied during an entire week. These examinations were conducted publicly ; and, in general, furnished ample evidence of the capacity and fidelity of the several Teachers, the industry and correctness of the pupils, and the salutary influence of the system which is now in operation. If, at any time, individuals may have entertained a doubt as to the efficiency or practicability of that system, their doubts must have been dispelled by the proofs which have increased and multiplied in the successive examinations and exhibitions which have just closed. The character of a doubtful experiment attaches no longer to the system itself, or to the schools which have been originated, and are now in operation, through the enlightened policy of the Councils of this city.

And, without pretending to have attained any thing like perfection, to have done every thing which might have been done, in extending the benefits of popular education to the youth of our city, it is with a just pride that the statement is now made, that the past year has exhibited an improvement in all these respects, unsurpassed, in view of all the circumstances of the case, by the most highly favored cities of our country.

The addition of ten schools to the four previously existing, embracing nearly one thousand additional pupils. within a single year, all the schools, (with one or two exceptions,) crowded with pupils, while multitudes are pressing for admission, is in the highest degree creditable to the wisdom and liberality of the Councils, and to the virtue and intelligence of the community.

When the four Primary Schools recently provided for by law shall have been established, and the High School, which under the provisions of law, is to be established at a day not now distant, shall all have been put into operation, an admirable system of instruction will then be provided, which can readily be increased from year to year,

to meet the increasing wants and necessities of the people. The Trustees are not aware of any general plan of education which is better adapted to the state of things amongst us than that which embraces, 1st. Primary Schools, for the younger and least advanced pupils, as far as practicable under the instruction of intelligent and discreet female teachers; 2d. District Schools, affording a higher grade of instruction, than that imparted in the former; and, 3d. a High School, where the highest branches of education shall be taught; and to which none shall be admitted except those who may have passed through a regular course of study in the District Schools, and after careful examination as to their fitness by the Board of Trustees.

The Trustees have found no little difficulty in classifying the pupils, so as to place those in the District Schools, who by their age, and advancement in learning, are entitled to such positions. At present there are a number of pupils in the Primary Schools who ought to be transferred to the District Schools. This, however, is impossible, as the latter schools are already crowded to overflowing; and these pupils must either remain where they now are, or be deprived altogether of the educational benefits which have been provided. But while this state of things continues, the teachers in some of the Primary Schools are obliged (receiving the limited salaries which they do) to teach precisely the same branches, and in a manner equally thorough, as those taught in the District Schools. The Trustees can see no remedy for this, at present, unless it be to allow to such teachers, in the Primary Schools, additional compensation.

The Trustees avail themselves of the means afforded by the late examinations, of presenting, in detail, the present condition of each of the District and Primary Schools. They will name, first, the several District Schools, and then the Primary Schools, in regular numerical order.

FIRST DISTRICT SCHOOL.

This school, at the corner of G and 14th streets west, has been under the management of Mr. and Mrs. Henshaw, and exhibited clear and decisive evidences of substantial improvement. The classes in reading, writing, arithmetic, English grammar, geography, with the use of the maps, elocution, anatomy, physiology, and hygiene, all acquitted themselves with great credit. An excellent set of anatomical plates has been loaned to this school by Mr. Farnham; and the examination, in this particular branch, was conducted by a professional gentleman, (a member of the Board,) without reference to the ordinary text books, and was highly satisfactory. The elocution of many of the pupils in this school is really admirable. The female department, under the control of Mrs. Henshaw, exhibited satisfactory evidence of the skill of the teacher, and the application and advancement of the pupils, in solid education. The same course of examination was instituted here as in the other portion of the

school, and resulted in the entire satisfaction of the Trustees. In this portion of the school a number of beautiful specimens of mineralogy were exhibited, procured and handsomely labelled by the pupils. Specimens of drawing, worsted, bead and other fancy work, were exhibited. In this particular department this school is in advance of either of the other public schools. The Trustees feel it incumbent on them to state, that, in addition to the services of Mr. and Mrs. Henshaw, the female portion of this school is favored with the services of Miss Henshaw, who gives instruction to the pupils in vocal music, and in the various branches of fancy work, specimens of which were exhibited. And all this service (devoting mornings and evenings, and Saturdays to this exercise) is rendered without any compensation whatever. In recording this fact, the Trustees desire to express their high appreciation of the generous public spirit of this young lady, and to tender to her their warm and grateful acknowledgments for the favor which is thus rendered.

The Trustees feel it their duty to remark, that this school-house continues in a wretched condition, notwithstanding all the efforts which have been made to render it comfortable. The want of suitable grounds in connection with this house has been long felt. The walls are damp and disagreeable, and the floors are in a state of rapid decay. It is extremely doubtful whether the pupils can be continued much longer in the room, with a proper regard to their health, unless, indeed, a large expenditure shall be made in its repairs. Even in that case, the property cannot be made to answer all the purposes which ought to be embraced in such a school. They have made application to the President of the United States, to allow the Corporation to purchase this property at a nominal sum, with the design, if this can be done, of disposing of it in such manner as will aid in the erection of a suitable building at some proper point within the district. From the kind answer given by the President, the hope is indulged that this favor will be granted, and that at no distant day this school will be amply provided for.

The Trustees have received information of the intention of Mr. Henshaw to resign his office as teacher in this school. They cannot omit the occasion thus furnished to bear testimony to the faithful and efficient manner in which he has discharged his arduous duties during so many years. The Trustees part from him with sincere regret; and, in the new field of duty upon which he is about to enter, tender to him the expression of their acknowledgments for the past, and their individual wishes for his health, happiness, and prosperity.

At the last annual report, the number of pupils in this		
school was, males, 111; females, 30,	-	141
The present number of pupils is, males, 84; females, 50,		134
Showing a decrease since the last report of		7

One hundred and seven pupils were present on the day of examination. The small decrease noticed above is owing to the primary schools which have been organized, and which have taken a large number of pupils from this school.

For a statement in regard to the scholars most distinguished in this school, (and also in the other schools,) and to whom medals, diplomas, &c., were awarded by the Trustees, they beg leave to refer to the Appendix, marked C.

SECOND DISTRICT SCHOOL.

This school is situated on Judiciary Square, north of the City Hall. The male department is under the direction of Dr. T. Watkins, assisted by Mr. DeMain. The female department is in charge of Mrs. Randolph.

The whole number of pupils received into the Second District School during the past term, was 383—females, 127; males, 256—total as above, 383.

In the male department, the number on the roll is 111. Only 70 pupils, however, were present on the day of examination. It was stated by the principal teacher that the number of pupils attending during the month of July, was always smaller than during any other period of the year. A portion of the pupils in this department acquitted themselves well, in the examination to which they were subjected. The progress of others was not satisfactory. It must not however be forgotten, that many of these pupils had been but a short time in the school, that their previous studies had been greatly neglected, and that more than one-third of the whole number admitted were not able to read on their admission into the school.

The female department, under the control of Mrs. Randolph, numbers 66 on its roll. Fifty pupils were present at the examination, and acquitted themselves most creditably. The classes in spelling, reading, writing, geography with maps, and arithmetic, all gave evidence of rapid improvement. The order in this portion of the school was very excellent. Handsome specimens of useful and fancy needle and other work were exhibited. The Trustees were much gratified in their inspection of this portion of the school, and regard themselves peculiarly fortunate in having secured the services of this amiable and efficient teacher. The moral culture, as well as the mental improvement of the pupils is carefully guarded, and the manners of these pupils were highly commendable.

A primary school occupies a part of a room used by Mrs. Randolph. The Trustees would recommend that a small sum should be appropriated for the purpose of erecting a partition in this room, separating these two schools, for their mutual advantage. The present arrangement (there being sufficient room for both schools) commends itself on the score of economy, and will be greatly improved by the simple measure here recommended. An appropriation is also

asked for the erection of a suitable cupola, or belfry, for a bell, which has been presented to the school by the Northern Liberty Fire Company.

THIRD DISTRICT SCHOOL.

This school, so long and favorably known, situated on D street, south, (Fifth Ward,) continues under the direction of Mr. McCormick, who is aided by Mr. Goldsmith. This, like the district schools, embraces pupils of both sexes. Number on the roll at present, 116, of which 100 were present on the day of examination. Here the Trustees found the same admirable order, the same judicious course of discipline, and the same substantial improvement which have been manifested for so many years. The Trustees are not disposed to indulge in any thing like flattery, but they esteem it their duty to say, that the progress of the pupils in this school equalled their highest anticipations; and, in some particulars, excited their astonishment. They were glad to find some branches of study introduced, which had been heretofore omitted, because of a want of time to attend to them in connection with others, which were supposed to be of more vital importance. The class in English grammar, (although but about two months engaged in its studies,) acquitted itself well. The first class in reading was the best which they met with in the course of their examinations; while that in arithmetic will at least compare favorably with any class which they have ever examined. The excellence of this class was manifested, first in the *accuracy of the answers* furnished to questions in addition, subtraction, multiplication, division, in interest, in decimal and vulgar fractions, &c. &c.; and secondly, in the rapidity with which these various problems were solved. The Trustees do not refer particularly to questions proposed by the teacher, where, by a previous course of drilling the pupils might have been prepared to give the prompt and accurate answers which were furnished, but to those suggested by the examiners themselves, of which the scholars had no previous intimation whatever.

The school-house in this district is not regarded by the Trustees as suitable in its internal arrangements. The desks and seats are extremely inconvenient and uncomfortable. The Trustees recommend an appropriation which will enable them to place it in proper order.

FOURTH DISTRICT SCHOOL.

This school is situated on Sixth street, in the Seventh Ward. The male department is under the control of Mr. Thompson, and the female, of Mrs. Hinton.

Number of pupils—males, 75; females, 66—total 141.

There were present at the examination 69 males, and 59 females; total, 128—showing an absence of but 13 pupils; which, in most of the cases, was accounted for by the sickness of the pupils themselves, or by sickness or death in their respective families.

The classes in the male department were examined in reading, writing, arithmetic, geography, history, English grammar, in punctuation, the suffixes and prefixes of words, and in elocution, in all which the most commendable progress was observable. Good order prevailed in the school. Mr. Thompson has performed his duty to the entire satisfaction of the Trustees, and to the advantage of the pupils committed to his care. This school may be regarded as still in its infancy. It has however already won for itself a most honorable character; and under the direction of its present excellent teacher, it promises to rival the best schools in our city.

In the female department the same excellent order prevailed; and like evidences of advancement were furnished. This portion of the school has been under the instruction of Mrs. Hinton for about three months—many of the scholars having only attended about two and a half months. They were examined in reading, writing, geography, grammar, composition, &c., and in all these branches gave entire satisfaction. The singing in this school was very excellent, and added greatly to the interest of the occasion. A commendable zeal has been manifested by the teacher, for the improvement of her pupils, which has been rewarded by great application and progress on their part. Where teachers are intelligent, and take pleasure in their appropriate work, there is little difficulty, generally, in securing the improvement of pupils. Where it is otherwise, and teaching is regarded as a mere drudgery, or is followed as the only means of procuring a livelihood, it is little wonder that the progress of scholars is slow.

In both these departments the Trustees found much to commend; and they regard the appointment of both the teachers referred to, as being peculiarly fortunate for the interest of the pupils. The introduction of singing into the public schools of this city, is of recent origin; and is believed to be highly beneficial in the influence which it exerts over the minds and hearts of the pupils. The Trustees would be glad to find this practice extended to all the schools.

Having taken a rapid glance at the condition of the several District Schools, the Trustees direct their attention, secondly, to the

PRIMARY SCHOOLS.

These schools commend themselves to the confidence and patronage of the Councils and of the public. They answer, to the very highest extent, the expectations of the Trustees; and while they are conducted at a cost comparatively small, are diffusing permanent good to a very large number of the youth of the city. The value of these schools is incalculable. If, until recently, they were regarded as mere experiments, all doubt as to their efficiency and applicability to the particular circumstances of this community, has vanished in the clear light of demonstration. They have sprung into existence, as if by magic; and if their advent has not been announced by the

loud thunder tones which herald other great moral and intellectual enterprizes, their influence though noiseless, has been as potent as the gentle dews which fall upon the earth to fertilize and bless it.

The Trustees proceed to notice these schools in their numerical order.

PRIMARY SCHOOL, No. I.

This school was commenced January 1, 1849. It is situated on Eighteenth street, near I street north; it is taught by Mr. Lindsay, and is composed entirely of boys, many of whom, from their age and attainments in learning, ought to have a place in the District School.

There are on the roll the names of 64 pupils; of which 45 were present on the day of examination. They were examined in spelling, reading, geography, arithmetic, grammar, writing, elements of geometry, &c., and gave satisfaction. The order in the school was good. The qualifications of the teacher of this school, and the services which he renders, entitle him, in the judgment of the Trustees, to a higher amount of compensation than is now allowed.

PRIMARY SCHOOL, No. II.

This school, in the basement of the Union Methodist Episcopal Church, on Twentieth street west, is taught by Miss Attridge, assisted by Mrs. Rodier. It was commenced in January, 1849, and numbers at present 132 pupils.

The examinations in all the usual branches of study, including geography, grammar, and natural philosophy, were very creditable. Specimens of fancy work were also exhibited. The same excellent order, observed in most of the other schools, was seen here. The pupils seemed to enter upon the task of their examination with pleasure. The examination in this school was more than usually rigid, in view of its *primary* character; but that examination assured the Trustees of the ability and industry of the excellent teachers employed, and the rapid improvement of the scholars.

PRIMARY SCHOOL, No. III.

This school is located on Eleventh street, south of Pennsylvania Avenue, in the hall of the old Washington Library. It was commenced in January last, and is under the direction of Miss Waggaman. The pupils, throughout, sustained an excellent examination. The order in the school, the general appearance of the children, as well as their progress in learning, were all as satisfactory to the Trustees, as they were creditable to the excellent teacher. The roll numbers at present 68 pupils; and 57 were present on the day of examination. Miss Waggaman is rendering good service in her vocation. The Trustees found much to applaud in the management of this school.

PRIMARY SCHOOL, No. IV.

This school was also commenced in January, 1849. It is taught in the basement of the Ninth Street Presbyterian Church, (Rev. Mr. Smith's,) by Miss Lucy H. Randolph. It numbers 82 pupils, of which 70 were present on the day of examination.

The classes in spelling, reading, geography with maps, arithmetic and writing, all gave satisfactory evidence of the ability and excellent management of the teacher, and the capacity and application of the pupils. Specimens of needle, bead and other fancy work were presented, which were very creditable. The order in the school was good, and its whole discipline, so far as the Trustees could ascertain, was salutary.

PRIMARY SCHOOL, No. V.

This school is taught in the basement of the Central Presbyterian Church, (Rev. Mr. Gurley's.) It was commenced in May last, and is composed entirely of boys. Mr. Kelly is the teacher. It numbers 57 pupils; of which 50 were present at the examination.

The classes were examined in the same studies as in the other schools, and acquitted themselves handsomely. In the examinations on geography with the maps, the pupils gave evidence of remarkable proficiency. The maps had been in the school but ten or twelve days; but the answers were given with a readiness and accuracy worthy of all praise. The Trustees would not draw invidious comparisons between the different schools of the city. It is no part of their policy to create unpleasant feelings between the teachers or the pupils of the respective schools. They feel it their duty, however, in regard to this school to say, that the discipline in the school is superior to that of any other which they visited. This was, at the commencement, perhaps as uninviting a field as any other in our city; but, by a wise, prudent, and firm course on the part of the teacher, the pupils, in the course of a few weeks, have been made to exhibit the order and regularity of veteran and disciplined troops. Too much praise cannot be awarded to the excellent teacher of this school for the success of his efforts in this respect. The Trustees are impressed with the conviction, that Mr. Kelly, the teacher of this school, ought to receive a higher compensation than is now allowed by law.

PRIMARY SCHOOL, No. VI.

This school is taught in the same room with that of the female department of the Second District school. It is under the charge of Miss Stanford, and was opened on the 1st December, 1848. It has numbered as many as 80 pupils at one time. There are on the roll at present the names of 71 pupils; although but 46 were present on the day of examination. This may have been owing, in part, to the

fact, that the examination occurred one day earlier than that assigned by the Trustees, in their printed notice. They were in attendance on the examination of the pupils of Mrs. Randolph's department, and concluded to examine Miss Stanford's school at the same time. The classes in spelling, reading, mental arithmetic, writing and geography, gave satisfaction to the examiners, and furnished sufficient evidence of the ability and application of the young lady in charge of this school. Good order and neatness were apparent; and no doubt is entertained of the continued success of the school. The Trustees repeat the recommendation already given, that an appropriation be made by which a partition can be erected in this school-room, separating the two schools now meeting there.

PRIMARY SCHOOL, No. VII.

This school is taught on A street south, (Capitol Hill.) It was commenced on the 8th day of January, 1849, and is under the direction of Miss Sherman. It numbers 65 pupils, of which 57 were present on the day of examination.

The examination in this school was not less satisfactory in all its details than that of the schools of similar character previously or subsequently visited by the Trustees. The singing of the pupils, their exercises in the simpler rules of arithmetic on the black board, their reading, knowledge of geography, &c., were all highly commendable. The teacher has earned for herself an enviable reputation in the improvement of her pupils, and in the excellent order which is maintained in the school. The Trustees consider this one of the very best schools which has been established.

PRIMARY SCHOOL, No. VIII.

This school is taught in the basement of the Methodist P. Church, on Virginia Avenue, near the Navy Yard. It was opened on the 4th January last. Miss Bradley is the teacher, and is assisted by Miss Moss. It numbers 120 pupils; present at the examination, 106. This school, like the preceding, measures up to the best hopes of the Trustees. In the examinations to which the pupils were subjected, entire satisfaction was given. No cause of complaint suggested itself to the Trustees, while the admirable order, the neat appearance of the pupils, and their rapid and permanent improvement in all their studies, more than justify the confidence which the Trustees have reposed in the excellent and talented ladies who have charge of this school. The studies were found to be substantially the same as are pursued in the first of the primary schools of this city; and in all of them, the pupils were found to equal those in either of the other schools. The specimens of penmanship and of drawing were creditable; and the singing of the pupils really excellent. Only one cause of regret exists, in relation to the schools in

the eastern portion of the city—they are crowded to overflowing; and the Trustees are obliged to reject applications for admission almost every day. Scores are pressing for admission, and although a rule has been adopted by which only two children from the same family can be admitted into the public schools, the Trustees have been unable to meet the pressing demands of parents eager for the admission of their children. The hope is indulged by the Trustees, that the day is not far distant when the number of our public schools will be sufficient to accommodate all who may desire to avail themselves of their benefits. The Corporate authorities have acted with the greatest liberality in regard to this subject. No disposition exists in any quarter, it is presumed, to retire from the position which we now occupy, or to withhold our hands from further and persevering efforts to extend the benefits and blessings of our common schools to all the youth of our city. The proudest monument which has been, or may hereafter be reared in our midst, cannot exert an influence half so salutary as that which is to flow out from these nurseries of education and morality. A point has been reached from which it is impossible for us to recede with honor to ourselves; and the voice of an enlightened public sentiment demands that the good work shall go onward, until every child in the community, however poor or humble its condition, shall be furnished with the means of education.

At this point, as well perhaps as at any other, the Trustees take pleasure in saying, *in regard to ALL the District and Primary Schools*, that they have every reason to believe that the teachers who are employed, are endeavoring not only to communicate knowledge to the immortal minds committed to their training, but, both by *precept and example*, are striving to direct their pupils in the paths of morality and virtue.

PRIMARY SCHOOL, No. IX.

This school is located in the eastern extremity of the city, on Eleventh street. Like most of the other primary schools, it was commenced in January last. Mrs. Martin is the teacher. It numbers 61 on its roll; and of that number, 58 were present on the day of examination. The studies were found to be substantially the same in this school, as in the other schools of the same character. The pupils acquitted themselves remarkably well throughout. Excellent order prevails at all times in this school. It is also worthy of remark, that since its organization, none have been suspended or expelled, and no complaint of any kind has been made by those residing in the immediate vicinity as to the conduct of the pupils. This is highly creditable to the excellent discipline of the teacher, as well as to the morals and manners of the pupils. The pupils are considered in good hands in regard to their mental and moral training. The exercises on the blackboard, in spelling and defining, in read-

ing and geography, were very creditable. It is much regretted that, from its size, this school-room is not better adapted to the convenience of the pupils.

PRIMARY SCHOOL, No. X.

This school is located on Thirteenth street, in the Seventh Ward, and was opened January 8th, 1849, Mrs. Southworth teacher. There are fifty-one names on the roll, of which only twenty-seven were present on the day of examination. Most of these were very small children, and their attainments were extremely limited. The studies all seemed to be imperfect. Two causes may possibly be assigned for the defects which were prominently exhibited in this school. The most of the children present had enjoyed but limited advantages previous to their entrance into this school, and their attendance is frequently interrupted by unavoidable domestic arrangements at their respective homes; and in addition to this the health of the lady who has charge of it has been extremely delicate, and she may not have been able to urge on the progress of her pupils as she might have done under other circumstances.

The Trustees have thus brought to the view of the Corporate authorities, in as brief a manner as possible, the condition of the several schools, and will proceed to close this report as rapidly as possible by a few general remarks.

The paper herewith marked A, will exhibit the several amounts appropriated during the past year for the several Schools, together with the expenditures in the several districts into which the city is divided. For a more detailed statement reference is made to the report of the Treasurer, marked E, herewith submitted.

Paper marked B is a statement of the number of pupils in the several schools compared with the number last year. And that marked C furnishes the names of the pupils in the several District and Primary Schools who have been most distinguished during the past year for good conduct, improvement in studies, &c., and to whom medals and diplomas have been awarded by the Trustees.

In locating the Primary Schools, it was the object of the Trustees, as far as practicable, to place two of them in those Wards where no Public schools had been established, and one where such schools already existed. This was believed to be but a simple act of justice, meting out as far as possible an equality of advantages to every portion of the city. In carrying out this design they found great difficulty in procuring suitable rooms in proper locations. They have done their best in this particular, and they have furnished the several schools, as far as their limited means would justify, with whatever was found necessary for the comfort and advancement of the pupils.

Great care was observed in the selection of teachers. Numbers presented themselves as applicants, and all were subjected to a tho-

rough examination in reference to their scholastic acquirements and their modes of government, of instruction and discipline, and the general philosophy of the profession of teaching.

The Trustees were fortunate in their selections; and with scarcely an exception, after a fair trial, express their perfect satisfaction with the manner in which their arduous duties have been performed.

Mr. Hardy, the principal teacher of the Fourth District School, having resigned, the Trustees appointed Mr. John E. Thompson as his successor. Of the merits and qualifications of Mr. T. they have already spoken. The Trustees are warranted in cherishing confident hopes for the continued success and prosperity of this School, by the evidences which have already been given.

Mrs. Southworth, at her own request, was transferred from Fourth District School to Primary School, No. 10.

The Trustees have experienced considerable difficulty in the classification of the pupils, and of the studies pursued respectively in the Primary and District Schools. It is impossible at present to remedy all the defects which are visible. In some of the Primary Schools were found boys too old to mingle with the girls attending the same schools, or to be subject to the female teachers, and yet not sufficiently advanced for the District Schools. To remedy this evil, the Trustees established two schools—one in the First, the other in the Second District—for pupils of this description, under the care of male teachers. These embrace Primary Schools Nos. 1 and 5.

More attention ought to be paid to the classification of pupils than has hitherto been bestowed. The District Schools, to be properly efficient in preparing their pupils for the trades, calling, or professions which they intend hereafter to adopt, ought to be relieved as far as possible from all those scholars who belong properly to the Primary Schools. The time of those teachers ought not to be taken up in teaching the simple elements which are equally well taught, and in less time, in the Primary Schools.

The general designation of our schools is worthy of a single remark. Although divided at present into *Primary*, *District*, and (prospectively) *High Schools*, they are all *Public* schools—schools sustained at the *public expense*, and designed alike for the benefit of all ranks and classes of the community. The Trustees rejoice to find an increasing interest manifested in behalf of these schools; and they have no doubt that the recent examinations and exhibitions of the pupils will serve greatly to strengthen the public confidence and favor in regard to them.

The paper marked D, herewith submitted, furnishes an estimate of the amount which will be necessary in carrying on the operations of the schools already organized, and of establishing these provided for by recent laws during the ensuing year.

The Trustees have only in conclusion to assure the Board of Aldermen and Board of Common Council of their readiness to co-

Page 15 missing, consists only of final 5 lines of text, names of W. W. Seaton (mayor and president of Board) and C. A. Davis, secretary, and date Aug. 1, 1849. Page 16 is blank.

APPENDIX.

A.

Appropriations for the support of the Public Schools, with the Expenditures, for the year ending June 30, 1849.

APPROPRIATIONS.

Balance remaining from former appropriations.....	\$20 56
Appropriation by act of August 17, 1848.....	2,700 00
by act of November 1, 1848.....	1,000 00
by act of November 30, 1848.....	250 74½
by act of February 10, 1849.....	4,141 67
by act of May 30, 1840.....	561 66

Total appropriations for the past year.....	\$8,674 63½
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EXPENDITURES.

Paid salaries of Principal Teachers of four District Schools.....	\$3,100 00
of Assistant Teachers in four District Schools.....	1,075 06
Principal Teachers of Primary Schools.....	1,187 49
Assistant Teachers in Primary Schools.....	153 11
Secretary of Board of Trustees to June 30, 1848.....	50 00
Paid rent of Primary School rooms and lot, &c.....	213 50
arrears of salaries to Assistants per act of November 30, 1848....	250 74½
Fuel for District and Primary Schools.....	161 05
Books and Stationery.....	343 62
Contingent expenses of Board of Trustees.....	50 37
Seats, desks, fixtures, and contingencies for Primary and District Schools, including incidental repairs, pay of scavengers, maps, globes, sawing wood, stoves, pipes, &c., &c.....	\$1,100 94

Total expenditures.....	\$7,685 88½
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Balance of appropriation on hand—

On account of Assistants in District School.....	\$174 94
Teachers in Primary Schools.....	62 51
Assistant Teachers in District Schools.....	13 56
four additional Schools.....	561 66
rent of rooms, books, fuel, &c.....	*176 08
	988 75
	\$8,674 63½

For a more detailed statement reference is made to the account of the Treasurer of the Board of Trustees, herewith transmitted.

*There are some outstanding bills for rents, &c., sufficient to absorb this item.

B.

Statement showing the number of pupils in the several District and Primary Schools, compared with the number during the preceding year.

SCHOOLS.	No. of PUPILS LAST YEAR.			No. of PUPILS AT PRESENT.			INCREASE.	DECREASE.
	Male.	Female.	Total.	Male.	Female.	Total.		
First District School			141	84	50	134	.....	7
Second do do			121	111	66	177	56	.....
Third do do			112			116	4	.....
Fourth do do			91	66	65	131	40	.....
Primary School, No. 1.....						64	.....	.....
do do No. 2.....						132	.....	.....
do do No. 3.....						68	.....	.....
do do No. 4.....						82	.....	.....
do do No. 5.....						57	.....	.....
do do No. 6.....						71	.....	.....
do do No. 7.....						65	.....	.....
do do No. 8.....						120	.....	.....
do do No. 9.....						61	.....	.....
do do No. 10.....						51	.....	.....
			465			1,329	100	

Whole number of Pupils last year..... 465

do do at present.....1,329

Increase during the past year..... 864

Actual increase in the District Schools during the year, 93.

Whole number in District Schools, August 1, 1849... 558

do Primary Schools, do ... 771

Total embraced in Public Schools.....1,329

C.

*Award of Premiums in the several District and Primary Schools
by the Trustees, July, 1849.*

FIRST DISTRICT SCHOOL.—*Male Department.*

Silver Medal—James Croggan.

Diplomas—Charles Davis, Robert Lehman, William Brown, Edward Sipe, and Henry Croggan.

Female Department.

Silver Medal—Ann Emma Barron.

Diplomas—Susan B. Clokey, Mary Kavanaugh, Amanda Johnson, Edith O. Henshaw, and Ann E. Collins.

SECOND DISTRICT SCHOOL.—*Male Department.*

Silver Medal—Charles Matlock.

Diplomas—William D. Kurtz, John G. Robinson, Edgar P. Cooper, William Magee, and Samuel Forrest.

A premium was awarded to John C. Caton for his punctual attendance, *having been present every day of the term without missing a single roll call.*

Female Department.

Silver Medal—Laura Peddicord.

Diplomas—Margaret J. Moore, Eliza T. Ward, Francis E. Hoover, and Victoria Hill.

THIRD DISTRICT SCHOOL.

Silver Medals—Samuel W. Bradley, James C. Cross, Elizabeth E. Acton, and Isabella Acton.

Diplomas—Madison Davis, John F. Maddox, Ann M. Acton, Sarah T. Edwards, Louisa Goldsmith, Ann R. Grimes, John Goodrich, and Joseph Morris.

FOURTH DISTRICT SCHOOL.—*Male Department.*

Silver Medals—John W. Pegg and Joseph L. Pearson.

Diplomas—James Wise, George W. Pearson, William S. Hall, and William Cookman Hutchins.

Premiums were also awarded to William Gray, Charles Prentiss, John M. Young, M. Pyles, Stephen Gill, and Dennis McCarthy.

Female Department.

Silver Medals—Sophia H. Wright and E. Ashdown.

Diplomas—Mary E. Pierce, A. Grindall, Louisa Westerfield, and Mary E. Jones.

Premiums—Elizabeth Prather, Sarah E. Ray, Ellen Toomey, and Jane Angell.
Premium (*Poetic Heart*) for excellence in Elocution to Fanny Wright.

PRIMARY SCHOOL, No. 1.

Silver Medals—Henry A. Fling, and Samuel V. Leach.

Diplomas—William H. Sterling, Albert A. Wilson, William D. Lindsey, Edgar Ashton, Hugh Bucharn, Samuel P. Devaughn, William M. Gaither, and John L. Bentzler.

PRIMARY SCHOOL, No. 2.

Silver Medals—Elizabeth M. Devaughn and Calhoun Clarke.

Diplomas—Susan Wilson, Julia A. Cross, Mary E. Taylor, Mary Magness, Chloe Doreman, Mary Joyce, Isabella Edwards, Laura Dorsett, and Rebecca Taylor.

[This list is imperfect. Several other names ought to have been added, but owing to the absence of the Teacher, and the loss of the original list, they could not be ascertained.]

PRIMARY SCHOOL, No. 3.

Silver Medal—Jane Williams.

Diplomas—Susan Boteler, Marian Proctor, Chas. Weaver, and Margaret King.

PRIMARY SCHOOL, No. 4.

Silver Medal—Virginia Phillips.

Diplomas—Georgiana McGill, Sarah Kidwell, Martha Sherwood, and Deborah C. Mankin.

PRIMARY SCHOOL, No. 5.

Silver Medal—George E. Wood.

Diplomas—George W. Boose, Geo. Miles, Columbus Thorn, Wm. H. Williams, and George Daugherty.

PRIMARY SCHOOL, No. 6.

Silver Medal—Indiana Hoover.

Diplomas—Ellen Warwick, Susan A. Banks, Margaret Picken, and Melinda Brooks.

PRIMARY SCHOOL, No. 7.

Silver Medal—Ellen Higgins.

Diplomas—Mary Murphy, Edward Grinder, John Jones, and Elmira Merryman.

PRIMARY SCHOOL, No. 8.

Silver Medals—Mary E. Simms and George McAlbee.

Diplomas—Margaret Castell, Geo. McAlbee, Ella Fields, Elmon Adams, Chas. Carroll, Anne Little, Rebecca St. John, James Cook, and Margaret Simons.

PRIMARY SCHOOL, No. 9.

Silver Medal and Diploma—Mary Jane Murphy.

Diplomas—William Edelin, Mary Ann Padgett, Isabella McFarland, and John Lewis.

PRIMARY SCHOOL, No. 10.

Silver Medal—Mary McCarty.

Diplomas—Robert Orrison, John Walker, Elizabeth Orrison, and Margaret Miller.

Besides the Medals and Premiums, the Trustees awarded and distributed a number of Cards of Merit in each of the schools.

D.

Estimates for the year ending June 30, 1850.

Salaries of four Teachers of four District Schools.....	\$3,000 00
of five Assistant Teachers in do	1,250 00
of fourteen Teachers of Primary Schools.....	3,500 00
of two Assistant Teachers in do	400 00
of Secretary for year ending June 30, 1849.....	50 00
of Secretary for year ending June 30, 1850.....	150 00
Contingent expenses of Board of Trustees.....	100 00
Seats, desks, and repairs in Third District School.....	300 00
Rent of Primary Schools.....	540 00
Belfry and partition in Female Department of Second District School	100 00
Fuel for District and Primary Schools, books and stationery, pay of scavenger, rent of lot in First District, incidental repairs, &c.*	1,210 00
	<u>\$10,600 00</u>

*Made up as follows, viz:—

Books and stationery.....	\$375 00
Fuel.....	365 00
Rent of lot First District School.....	25 00
Pay of Scavengers in attending twenty-five boxes	112 50
Cutting wood, carrying in coal, glazing, incidental repairs, repairing stoves, furniture, pipe, and contingencies	322 50
	<u>\$1,200 00</u>

E.

George J. Abbott, Treasurer of the Board of Trustees, in account with the Trustees.

1848.	RECEIPTS.—	
Oct. 1	To balance received from the former Treasurer of the First District School as per last School Report.....	\$12 49
	To balance received from the Treasurer of Third School District as per last Report.....	5 07
	To cash received on account from the Treasurer of Fourth School District.....	3 00
Oct. 7	To Mayor's draft.....	425 00
Dec. 9	do do	400 00
Jan. 3	do do	300 00
Feb. 17	do do	400 00
April 4	do do	150 00
	do do	100 00
	do do	25 00
	do do	50 00
May 1	do do	150 00
June 2	do do	25 00
	To Mayor's draft to Jno. France for rent.....	
		<u>\$2,045 56</u>

1848.	EXPENDITURES.—		
Oct. 1	S. Simeracher.....	D. 2	\$4 00
Nov. 21	J. Boyce.....	do	3 00
Oct. 11	A. Gray.....	do	1 50
21	James Skirving.....	do	14 25
Nov. 21	F. L. Martin.....	do	3 86
19	James Taylor.....	do	75
Sept. 30	J. Turner.....	do	6 00
Dec. 1	J. Turner.....	do	1 62½
Sept. 25	W. Q. Force.....	do	90
Oct. 1	George Harvey.....	do	2 31
7	J. Stephenson.....	do	8 00
Nov. 7	J. E. Neale.....	do	39 37
Oct. 21	S. Follen.....	do	5 50
Jan. 1, '49	A. Green.....	do	1 50
Oct. 20	J. Pumphrey.....	D. 4	8 87
1	T. Pratt.....	do	1 50
Oct. 1, '47	J. E. Neale.....	do	6 75
Feb. 12	W. F. Bayly.....	D. 1	2 25
6	— Richardson.....	do	12 50
Oct. 1	J. L. Henshaw.....	do	12 50
Feb. 7	R. Farnham.....	do	35 81
	Do	D. 2	15 27
Oct. 31	Addison & Cockerell.....	D. 3	16 50
Jan. 18	Methodist Church.....	do	1 00
	J. Humphrey.....	P. 1	2 71
	G. J. Abbot.....	do	1 50
	J. Radcliffe.....	do	3 50
8	A. Lindsay.....	do	7 50
Feb. 1	A. Lindsay.....	do	3 00
	Carried forward.....		<u>\$223 72½</u>

1848.		Brought forward.....		
Feb.	1	J. Gaither.....		\$223 72½
Jan.	10	J. Kelly.....	P. 1	8 00
		J. Kelly.....	do	11 30
Jan.	10	S. Williams.....	P. 2	37 00
Feb.	6	Edw. C. & G. F. Dyer.....	P. 3	6 00
Nov.	28	P. G. Carrico.....	do	8 00
Dec.	30	Dufief & Entwistle.....	do	3 00
		J. Skirving.....	do	8 62½
Jan.	5, '49	George Watterston.....	do	2 86
	9	Martin & Wright.....	P. 7	87½
	4	W. H. Harrover.....	P. 7	4 12½
	6	J. W. Baden.....	do	12 62½
	31	J. M. Roberts.....	do	3 25
Feb.	5	George Collard.....	do	50
			P. 8	3 03
1849.				
Jan.	4	T. Thornley.....	do	1 80
Feb.	3	J. Homan.....	do	2 94
Jan.	12	J. Jolly.....	do	6 50
		Do.....	P. 9	6 50
Feb.	26	James Gaither.....	P. 2	10 00
	7	Z. Williams.....	P. 7	5 00
Mar.	6	E. Hughes.....	do	18 00
Feb.	7	George Collard.....	do	25
Mar.	6	Do.....	P. 8	22 00
		W. S. Venable.....	do	11 08
Feb.	27	C. A. Bradley.....	do	11 00
	13	J. M. Roberts.....	P. 9	84
	3	R. Clark.....	do	12 50
Jan.	9	J. D. Evans.....	do	9 28½
Feb.	1	J. H. Wilson.....	D. 4	7 87½
	25	Thomas Wilson.....	do	21 37½
April	3	J. L. Henshaw.....	D. 1	12 50
		W. Burroughs.....	P. 10	2 00
Mar.	27	W. H. Collison.....	P. 1	75
Feb.	7	Robert Farnham.....	D. 4	7 00
	11	G. T. McGlue.....	P. 2	5 13
	10	N. M. McGregor.....	do	5 00
Mar.	20	R. C. Clarke.....	do	1 50
	23	Tucker & Degges.....	do	16 62½
	9	R. C. Clarke.....	do	4 12½
	31	Downer & Whitney.....	P. 3	15 00
	20	J. Holbrook.....	do	4 50
April	2	Washington Library Company..	P. 4	15 00
Dec.	31	George J. Abbott.....	C. F.	1 50
	1	S. Smoot.....	P. 4	40 00
April	3	John W. Baden.....	P. 7	2 00
		R. I. Wood.....	do	3 00
	1	Benjamin E. Green.....	do	12 50
		Robert Farnham.....	do	12 59
Mar.	22	Z. Williams.....	do	2 08
	29	R. O. Greenwell.....	do	5 50
	31	George Collard.....	P. 8	15 00
Carried forward....				\$663 14

		Brought forward.....		\$663 14
1849.			P. 9	15 00
Mar. 31		John Smith.....	P. 10	12 50
21		William Harrover.....	D. 4	4 00
April 14		W. Burroughs.....	P. 10	3 50
		Do	P. 10	28 72
		Do	P. 1	9 50
	3	Do	P. 5	20 00
		A. Lindsey.....	P. 6	20 00
April 1		Presbyterian Church.....	D. 1	5 62
May 1		J. H. Rolfe.....	do	7 44
Feb. 2		D. Hauptman & Sons.....	P. 9	2 25
May 6		J. L. Henshaw.....	P. 7	2 00
1		C. Frisch.....	P. 8	2 00
		Josiah Holbrook.....	P. 9	2 00
		Do	P. 8	1 75
		Do	P. 1	21 08
		C. Frisch.....	P. 2	21 08
		Shattuch & Co., freight, &c.....	P. 3	21 08
		Do do	P. 4	21 08
		Do do	P. 5	21 08
		Do do	P. 6	21 08
		Do do	P. 7	21 08
		Do do	P. 8	21 08
		Do do	P. 9	21 08
		Do do	P. 10	21 08
		Do do	P. 2	62½
		Do do	P. 3	62½
	4	James Weeks.....	do	2 00
June 4		Do	P. 8	75
1		James Cupid.....	D. 3	2 00
		M. Brown.....	do	2 80
		James Spurling.....	D. 4	75
		J. Nokes.....	do	1 00
	5	James Weeks.....	do	7 25
		Thomas Lewis.....	D. 1	30 33
Jan. 2		— Richey.....	do	4 50
Feb. 6		— Harvey.....	do	12 50
Mar. 20		Josiah Holbrook.....	D. 2	2 00
Nov. 11		J. L. Henshaw.....	P. 4	2 00
April 10		Josiah Holbrook.....	D. 4	24 72
		Do	D. 3	3 00
Feb. 8		Franck Taylor.....	do	50
July 27		Thomas Marche.....	D. 2	4 50
20, '48		Franck Taylor.....	P. 1	6 25
Sept. 15, '48		Do	do	9 50
Jan. 31		A. Lindsay.....	do	9 25
Feb. 28		Do	do	6 25
Mar. 31		Do	do	2 50
June 1		Do	P. 2	5 00
July 3		Martin & Wright.....	do	20 00
Feb. 12		John Dewdney.....	do	4 25
July 3		De Rolf, maps.....	do	9 75
Jan. 9		George J. Abbot.....		
Feb. 10		W. W. Davis.....		
		Carried forward.....		\$1,184 82

1849.		Brought forward.....		
Mar. 20	Josiah Holbrook.....	P. 2	\$1,184	82
May 11	R. A. Simmes.....	do	4	50
Jan. 5	Dyer & Co.....	P. 3	4	00
May 1	Downer & Whitney.....	do	5	00
April 10	Josiah Holbrook.....	P. 5	11	50
	Do.....	P. 6	2	00
June 28	Hawley & Co.....	P. 4	2	00
	Do.....	P. 5	8	85
	C. Pelton.....	D. 3	8	85
	Hawley & Co.....	P. 7	20	00
	Do.....	P. 8	8	85
	Do.....	P. 9	8	85
Jan. 31	Mrs. Anderson.....	C. F.	1	00
June 14	— James (colored).....	do	5	00
	S. S. Radcliffe.....	do	2	75
	— Woodward.....	do	10	85
Mar. 27	Mr. Mudd.....	do	3	12½
	George I. Abbot.....	P. 2	2	50
	G. T. McGlue.....	P. 1	1	50
	Do.....	P. 2	3	00
Jan. 9	George J. Abbot.....	P. 1	4	75
13	Do.....	P. 1	3	25
Mar. 13	Josiah Holbrook.....	P. 1	4	50
30	George J. Abbott.....	P. 3	10	50
April 10	Josiah Holbrook.....	D. 2	2	00
Mar. 30	James Gaither.....	P. 3	6	75
Feb. 3	James Homan.....	P. 9	2	94
20	Thomas Lewis.....	D. 4	1	50
	George Collard.....	P. 8	10	78
April 3	John H. Wilson.....	D. 4	3	25
Feb. 7	Robert Farnham.....	D. 3	15	67
June 4	Do.....	P. 8	27	79
30	Benjamin E. Green.....	P. 7	12	50
July 2	John Smith.....	P. 9	2	00
May 29	T. Van Reswick.....	D. 3	2	50
June 21	— Joshua.....	P. 7		50
May 12	Robert Farnham.....	P. 9	18	88
30	Do.....	P. 7	7	69
July 9	D. Heggarty.....	C. F.	2	25
	Taylor & Maury.....	do	4	00
	John France.....	D. 1	25	00
2	P. Watkins.....	P. 2	2	00
Feb. 8	Franck Taylor.....	D. 1	11	40
July 1	James Gaither.....	P. 1	2	75
	A. Lindsay.....	do	5	50
	See No. 171½.....			
Mar. 14	Joseph L. Savage.....	P. 2	1	00
30	James Gaither.....	do	6	00
	Do.....	do	5	00
June 4	George J. Abbot.....	do	1	25
30	Mrs. Freeman.....	do	15	00
	John Turner.....	D. 2	7	00
Carried forward.....			\$1,533	69½

1849.		Brought forward.....		\$1,533 69½
June 30		Robert Farnham.....	D. 2	6 78
		City Library Company.....	P. 3	15 00
		George J. Abbot.....	do	2 50
		Barnes & Mitchell.....	do	2 15
		Colored boy by G. J. A.....	do	50
		Do.....	do	62½
		Robert Farnham.....	D. 1	7 16
		Do.....	D. 2	6 35
		Do.....	D. 3	32 42
		Do.....	D. 4	26 77
		Do.....	P. 1	15 92
		Do.....	P. 2	18 46
		Do.....	P. 3	22 32
		Do.....	P. 4	15 40
		Do.....	P. 5	6 61
		Do.....	P. 6	3 37
		Do.....	P. 10	33 30
Feb. 1		James Nevitt.....	D. 1	1 87
July 1		School Cards by George J. Abbot.....	P. 10	85
		Hawley & Co., maps, &c.....	do	10 05
April 3		— Hershey.....	P. 4	10 00
June 30		John Smith.....	P. 8	15 00
April 3		John Purdy.....	P. 4	3 50
		James Gaither.....	P. 2	2 00
		John Harry & Co.....	D. 3	6 25
		J. O. Neale.....	P. 4	9 50
		— Lacy.....	D. 4	4 00
		John Wilson.....	do	1 25
July 11		Hawley & Co.....	do	9 65
29		— Shuster.....	D. 2	50
10		— Cockrell's.....	D. 4	8 46
		— Muller, &c.....	C. F.	15 15
9		Josiah Holbrook.....	D. 2	9 00
		— Settemate.....	D. 2	75
		T. Thornley.....	D. 3	50
		Robert Farnham, (See No. 196).....	P. 3	13 25
		To balance.....		175 08½
				<u>\$2,045 56</u>

August 14, 1849.

I have examined the accounts of George J. Abbot, Esq., Treasurer of the Board of Trustees of the Public Schools, and found them to be correct as above rendered.

R. FARNHAM.

Approved:

P. F. BACON,
J. VAN RESWICK.

Summary of moneys placed in the Treasurer's hands, and from what sources derived.

From the Treasurer of the First District.....	\$13 49
Do do Third District.....	5 07
Do do Fourth District.....	3 00
By the appropriation of August 17th, for fuel, books, and stationery, and contingencies for District Schools.....	425 00
By the act of November 1, 1848, for rent and furnishing ten School rooms.....	1,000 00
By the act of February 10, 1849, for rent of lot in the First District, fuel, books, stationery, incidental expenses, and additional furniture of Primary School Rooms.....	550 00
Contingent expenses of Board of Trustees.....	50 00
Total amount placed with Treasurer.....	\$2,045 56

F.

ENACTMENTS RELATIVE TO SCHOOLS.

The Corporation of Washington shall have power and authority to provide for the establishment and superintendence of Public Schools, and to endow the same.—*Act of Congress, May 15, 1820.*

Impressed with a sense of the inseparable connection between the education of youth and the prevalence of pure morals, with the duty of all communities to place within the reach of the poor as well as the rich the inestimable blessings of knowledge, and with the high necessity of establishing at the seat of the General Government proper seminaries of learning, the City Councils do pass an act to establish and endow a permanent institution for the education of youth in the city of Washington.

The superintendence of Public Schools within the city of Washington, shall be placed under the direction of a Board of Trustees, chosen from among the residents of the city. The Board shall appoint a Treasurer. They shall have power to receive donations, and to vest and apply the funds placed under their care in such a manner as they may see fit, not inconsistent with the acts of the Council.—*Approved, December 5, 1804.*

The act of July 17th, 1824, appropriates five hundred dollars for preparing a building, on square numbered 253, for the use of the school in the first school district, and for other purposes. Said building having been granted by the President of the United States for that object.

By the 2d section the Mayor is authorized to rent to the best advantage, for the use of a school, the Western Academy, situated on square 127, and the amount of rents received therefrom shall be placed to the credit of the First, Second, and Third Wards, in equal proportions.

The act of July 27th, 1826, in compliance with the requisitions of the Charter, and agreeably to certain resolutions passed by the Corporation and approved by the President of the United States, the sum of \$40,000 is appropriated, solemnly pledged and set apart for endowing the Public Schools of Washington.

The Mayor is authorized and required to purchase Corporation and other safe stock, bearing an interest of not less than six per centum per annum, to be kept vested continually and forever after, by the said Mayor, for the support of Public Schools.

By the act of February 25, 1833, the Mayor is authorized and required to purchase, annually, for the school fund, to be set apart forever for the endowment and support of Public Schools in the city

of Washington, Corporation, or other safe stock, bearing an interest of not less than six per cent. per annum, with the entire balance which may remain to the credit of said fund over and above the amount appropriated in each year for the support of Public Schools.

By act of Congress of May 17, 1848, the Corporation shall have power to lay and collect a school tax upon every free white male citizen of the age of twenty-one years and upwards, of one dollar per annum; also, to lay and collect taxes for the support of Public Schools.

Section 9th of the same act provides, that the school tax levied and collected in pursuance of the powers in that act given, shall constitute a fund, to be added to any other fund now or hereafter to be constituted by any act of the Corporation, for the establishment and support of common schools, and for no other purpose, under such regulations as may from time to time be established and provided for by the Corporation.

AN ACT to increase the number of Public Schools in the City of Washington, and for other purposes.

Be it enacted by the Board of Aldermen and Board of Common Council of the City of Washington, That, from and after the passage of this act, the city of Washington shall comprise four Public School Districts, to be divided as follows, viz: All of the First Ward and that part of the Second Ward north of the Canal shall constitute the First School District; all that part of the Third Ward north of the Canal shall constitute the Second School District; the Fourth and Sixth Wards and that part of the Fifth Ward east of the Canal shall constitute the Third School District; and all the residue of the city, being that part south and west of the Canal, shall constitute the Fourth School District.

SEC. 2. *And be it enacted,* That immediately after the passage of this act, and annually thereafter, commencing on the first Monday of October, eighteen hundred and forty-five, there shall be elected, in joint meeting of the Board of Aldermen and Board of Common Council, a Board of Trustees, consisting of three persons from each School District, who, with the Mayor for the time being as President of said Board, shall have the management of all the Public Schools in the city of Washington. The said Board shall continue in office until their successors are chosen. It shall be the duty of the Secretary of the joint meeting of the two Boards to notify the Trustees of their election, and also to communicate to the Mayor a list of their names within two days after every election.

SEC. 3. *And be it enacted,* That the Board of Trustees appointed in accordance with the foregoing section, shall assemble at the City Hall on the first Monday after their election, or some early day thereafter, (of which due notice shall be given by the Mayor,) and

shall organize themselves. In case the Mayor shall be absent, or be unable to preside at any of the meetings of the said Board, a President *pro tempore* shall be elected by the members present. The said Board may appoint a Secretary, who shall keep a journal of all their proceedings, and perform such other duties as the rules of the Board may require. He may be allowed for his services a compensation not exceeding fifty dollars per annum, payable out of the school fund. One half of the whole number of Trustees shall constitute a quorum for the transaction of business; but a less number may adjourn from day to day.

SEC. 4. *And be it enacted*, That the said Board of Trustees shall have power to appoint all teachers and assistant teachers which may be authorized by law, and the same to change at pleasure; to prescribe the course of studies and the books to be used in the schools; shall make and execute such by-laws and rules and regulations for the management of the schools as they may deem necessary and proper, and the same to alter, amend, or abrogate at pleasure; to fill up vacancies that may happen in their own body between two annual elections, and to determine upon, do, and transact all business and matters appertaining to said schools, agreeably to their by-laws and regulations, and subject at all times to the laws of the Corporation. They shall cause an annual examination of all the Public Schools to be held in the month of July, on such day as they may from time to time appoint, and shall make a written report to the Board of Aldermen and Board of Common Council annually, on or about the first Monday of August, giving a full account of their proceedings for the past year, the condition of the several schools, the number of pupils of each sex, with the studies pursued; and make whatever suggestions from time to time they may conceive proper for the better accomplishment of the objects of this act; and shall give such information as the two Boards, or either of them, may at any time call for.

SEC. 5. *And be it enacted*, That the Board of Trustees aforesaid, in addition to the other duties prescribed by this act, shall divide themselves into four separate sub-boards, for the exercise of a practical supervision over the Public Schools to be placed under their jurisdiction severally, subject at all times to the control of the Board of Trustees. The said sub-boards shall meet at least once a month, at the respective school-houses, on some regular day, to be appointed by themselves, and shall cause a journal to be kept by the principal teacher of the transactions of the school, the studies pursued, with the names of any and all who may have been admitted, withdrawn, or dismissed from the school; and it shall be the duty of the said sub-boards to keep a journal of their proceedings.

* * * * *

SEC. 7. *And be it enacted*, That there shall be appointed annually by the Board of Trustees one male teacher for each of the said Public Schools, who shall be the principal thereof, and who, during

his continuance in office, shall have charge (subject to the direction of the sub-boards of Trustees respectively) of the school-house and appurtenances thereof, and shall take due care for its preservation; and the said teachers shall strictly conform to such rules and regulations as may be prescribed by the Board of Trustees as before mentioned. The said teachers shall respectively receive, as a compensation for their services, a salary not exceeding the rate of eight hundred dollars per annum, payable monthly: *Provided*, That such compensation shall be subject to a reasonable deduction for any loss of time or absence from duty.

SEC. 8. *And be it enacted*, That all white children, between the age of six and sixteen years, within the respective School Districts aforesaid shall be admitted into the schools, and shall be taught upon the most approved methods of imparting common school instruction. The male and female pupils shall, as far as practicable, be kept separate during the school hours, and shall have different places assigned them for recreation: *Provided*, That nothing herein contained shall be construed to prevent the children from one district from being received into the school from any other district.

* * * * *

SEC. 11. *And be it enacted*, That the Board of Trustees shall annually furnish to the Board of Aldermen and Board of Common Council, estimates of the amount which may be necessary for the payment of the teachers and assistant teachers, for the purchase of books and stationery, and for all other contingent and necessary expenses of each of said schools; and it shall be the duty of the two Boards to make provision by law for the payment of all such salaries and other necessary expenses out of any money to the credit of the School Fund; and all such appropriations shall be subject to the order of the Board of Trustees, from time to time, as the same may be required, to be properly disbursed, and for which receipts shall in every case be taken, and returned to the Register of the Corporation for settlement.

SEC. 12. *And be it enacted*, That all acts or parts of acts heretofore passed relative to the Public Schools that may be inconsistent with the provisions of this act, be and the same are hereby repealed.

Approved, December 6, 1844.

AN ACT supplementary to the "Act to increase the number of Public Schools in the city of Washington, and for other purposes," approved the sixth of December, eighteen hundred and forty-four.

Be it enacted by the Board of Aldermen and Board of Common Council of the city of Washington, That the Board of Trustees of the Public Schools be and they are hereby authorized to establish, in addition to the existing Public Schools, not exceeding ten Primary Public Schools, which shall be located in the respective School Districts, as the public interest and convenience may require, and to employ one teacher for each of said Primary Public Schools at a

salary of not exceeding two hundred and fifty dollars per annum, payable monthly; and the said Board of Trustees are hereby authorized, until other accommodations shall be provided by the Corporation, to rent such rooms or buildings as may be necessary for the use of said Primary Schools: *Provided*, That the annual expense thereof shall not exceed the average amount of sixty dollars for each of said schools.

SEC. 2. * * * The Board of Trustees of the Public Schools are hereby authorized to employ not exceeding five assistant teachers in the four existing Public Schools, at a salary of not exceeding two hundred and fifty dollars each per annum, payable monthly; and the said Board of Trustees are hereby authorized to cause the necessary books and stationery to be furnished free of charge to all destitute pupils attending any of the Public Schools of this city.

SEC. 3. *And be it enacted*, That the Board of Trustees of the Public Schools shall keep an office in the City Hall, in such room as may be selected by the Mayor, where all the books, papers, and other matters relating to the Public Schools, and the proceedings of the said Board of Trustees, shall be kept, and where all the meetings of the said Board shall be held.

* * * SEC. 5. *And be it enacted*, That a High School shall be established by the Board of Trustees, to go into operation on the first day of September, eighteen hundred and fifty-one, or as soon as this Corporation shall provide accommodation for the same.

Approved, November 1, 1848.

AN ACT for the establishment of additional Primary Schools.

Be it enacted by the Board of Aldermen and Board of Common Council of the city of Washington, That the sum of one hundred and eleven dollars and sixty-six cents be and the same is hereby appropriated, out of any money to the credit of the School Fund not otherwise appropriated, for the fiscal year ending the thirtieth of June next, for the purpose of instituting an additional Primary School in the Third School District, and the further sum of one hundred and fifty dollars be and the same is hereby appropriated for an additional Primary School in the Fourth School District; and the further sum of one hundred and fifty dollars be and the same is hereby appropriated for an additional Primary School in the Second School District; and the further sum of one hundred and fifty dollars be and the same is hereby appropriated for an additional Primary School in the First School District; said schools to be located and established in such places, and at such time, in the several districts, as the said Board may deem expedient and proper.

Approved, May 30, 1849.

Two Assistants are authorized to be employed in Primary Schools Nos. 2 and 8, at a salary of \$200 per annum, by the act of February 10, 1849.

Public Library's set of Reports contains also a pamphlet containing numbered as 16 pages) of Rules of the Board, and also lists of trustees, teachers, and the year 1849, similar to pages 49-63 of 1850 Report

ANNUAL REPORT
OF THE
TRUSTEES OF PUBLIC SCHOOLS
OF THE
CITY OF WASHINGTON,
August, 1850.

OFFICERS AND TRUSTEES.

WALTER LENOX, *Mayor, and ex officio President.*

CHARLES A. DAVIS, *Secretary.*

V. HARBAUGH, *Treasurer.*

TRUSTEES.

From the First District.

ROBERT FARNHAM,

GEORGE I. ABBOT,

J. F. HALIDAY.

From the Second District.

THOMAS DONOHO,

V. HARBAUGH,

P. F. BACON.

From the Third District.

JAMES ADAMS,

J. M. ROBERTS,

J. B. ELLIS.

From the Fourth District.

P. M. PEARSON,

SAMUEL BYINGTON,

J. E. MORGAN.

TEACHERS.

FIRST DISTRICT.

9
Miss English
Miss Love
Miss Helle
SAMUEL KELLY, Principal of First District School.
Mrs. S. G. HENSHAW, Assistant
A. LINDSAY, Principal of Primary School No. 1.
Mrs. M. E. RODIER, Principal of Primary School, No. 2.
Miss KING, Assistant
Miss S. M. WAGGAMAN, Principal of Primary School, No. 2.
Miss S. M. ANDERSON, Assistant
Miss MARY WASHINGTON, Primary School, No. 4.

2 Male
7 Female

SECOND DISTRICT.

9
Dr. T. WATKINS, Principal of Second District School.
W. W. DE MAINE, Assistant
Mrs. S. P. RANDOLPH, Assistant
Miss HELEN STANFORD, Principal of Primary School, No. 1.
Miss LUCY RANDOLPH, " " No. 2.
Mr. JOHN FILL, " " No. 3.
Mrs. R. OGDEN, " " No. 4.
Miss E. V. BILLING, Assistant

3 male
6 female

THIRD DISTRICT.

9
Miss Bulger
Miss E. Bulger
Miss C. Bradley
Miss Eliza Clarke
Mrs. C. A. MARTIN, Principal of Primary School, No. 3.
Miss JANE MOSS, " Primary School, No. 4.

3 male
6 female

FOURTH DISTRICT.

6
JOHN E. THOMPSON, Principal of Fourth District School.
Mrs. M. A. HINTON, Assistant
Miss CORA WELLS, Principal of Primary School, No. 1.
Miss ALICE ENGLISH, " " No. 2.
Miss MILBURN, " " No. 3.

2 male
4 female

SALARIES.

Principals of District Schools.....	25	\$800
Assistants in District Schools.....		250
Principals of Primary Schools.....		250
Assistants in Primary Schools.....		200

33 Teachers
10 Male
23 Female

REPORT OF THE TRUSTEES OF PUBLIC SCHOOLS.

*To the Board of Aldermen and
Board of Common Council :*

GENTLEMEN : In submitting their annual report, in conformity with the provisions of law, the Trustees of the Public Schools take occasion to congratulate the Councils and the public generally, upon the measure of success and prosperity which have marked the history of the past year.

Five new Primary Schools have been established since the date of the last annual report ; and three additional Assistant Teachers have been appointed to Schools previously established.

The number of pupils in the Public Schools has increased from 1,329 to 1,864 ; and this number would have been greatly augmented, if there had been room in the Schools for the admission of the hundreds who have applied.

In every part of the city, the establishment of Schools has been hailed with the liveliest satisfaction ; and each successive School has been filled within a few days after it has been opened.

The efforts which have been made by the corporate authorities of this city, and those acting under their direction, have attracted the attention of the National Legislature ; and measures have already been introduced, which promise to place our public school system upon a basis which will not only be permanent in its character, but also commensurate with the wants of the community for years to come. Of the ultimate success of these measures, the Trustees entertain no doubt. The Congress of the United States is sacredly bound, by the relations which we sustain to it, to lend its helping hand to the effort which is now made. Liberal in its appropriations to the several States and Territories of the Union for school purposes, it will not withhold from us the boon which it has extended to other portions of our common and beloved country. If there is any reason for the diffusion of knowledge anywhere—if the system of popular education is adapted to our condition as a people, and confers benefits wherever it is introduced—surely in no portion of our country should he look with more earnestness, or a stronger desire, than to the capital of this vast Republic. Here, if anywhere, the best efforts should be employed. Here, under the fostering wing of Congress, our only legislature, should be

exhibited those results which constitute the true wealth, power, and glory of the nation.

Of the liberality of Congress toward our city, we have had abundant proof. The magnificent buildings which have been erected for the transaction of the public business, are enduring monuments of that liberality. These, however, are to some extent, local in their character. But the seeds of knowledge when imparted to the youthful mind, like bread cast upon the waters, are borne upon the winds and currents of life, and everywhere spring up and bear their legitimate fruits. This good cannot be local. The leaven falls into the general mass, and exerts its unseen but powerful influence. The boy of to-day who receives his education in our public schools, to-morrow leaves the humble hearth stone of his parents, and wanders forth into other scenes. He becomes, in a few short years, the statesman, the hero, the merchant, the mechanic, the farmer, the professional man; and his influence is seen and felt upon the masses of society, and must, to a great extent, be in proportion to the education which has been obtained. We speak of education, of course, in its broadest sense, and as implying a development of the intellect combined with a proper training of the heart. Whatever may have been alleged as to the evil tendency of mere intellectual culture, apart from a proper attention to the moral affections, we know of no system and of no design in any quarter to promote the one to the neglect or injury of the other. And it seems to us almost impossible, in most instances, to promote the former without advancing the latter.

So far as our Public Schools are concerned, no fear is to be entertained on this point. Free to all, without sectarian taint or bias, and without any question as to the political or religious belief of those who desire to enjoy their benefits, the principles of morality and religion are taught by individuals who are themselves the exemplifications and patterns of that morality without which all national institutions are feeble, and all human glory are unsubstantial shadows.

At the close of the late examinations a procession was formed of all the pupils of the Public Schools, who, after marching through the principal streets, were conducted to the east Capitol grounds, and after a most eloquent address by the Hon. Mr. CHANDLER, of Pennsylvania—a copy of which is appended to this report—the President of the United States, who on two successive days had honored the schools by his presence, distributed in person the various medals which had been awarded to the pupils by the Trustees. The occasion

F. J. Mott
Aug 1 1850

was one of deep interest, and was honored by the presence of a number of Senators and Representatives in Congress, as well as as thousands of delighted spectators. The scene at the Capitol was one of moral grandeur, which eclipsed, beyond all comparison, the thousand unmeaning pageantries which frequently attract the public attention. In years to come the lessons of that hour will be brought to mind, and the pupils who received from the hands of the Chief Executive of this great nation the medals in token of their good character and proficiency, will not only preserve them with care, but will find in them strong incentives to the continued pursuit of knowledge.

For the deep interest manifested on this occasion, by the President, and by the Senators and Representatives in Congress, the Trustees desire to express their warmest thanks. With so much to urge it forward in the career of usefulness and honor upon which it has entered, our city will be found true to itself and to its best interests by continuing to cherish this best of reforms and improvements.

A brief reference to the condition of the several schools, as shown by the recent examinations, may be expected by the Councils and the public, and is respectfully submitted, in their appropriate order.

FIRST DISTRICT.

FIRST DISTRICT SCHOOL.—*Male and Female Department.*

This school is under the direction of Mr. Samuel Kelly, as principal, and Mrs. Henshaw, as assistant. In the male department are 76 pupils; female department, 64 pupils; total, 140.

The pupils in both departments sustained a fair examination in spelling, reading, geography, history, arithmetic, English grammar, and physiology. The specimens of needle and fancy work in the female department were creditable, and the writing very good. To this important branch of education sufficient attention did not seem to have been paid in the male department. No instance of decided superiority was exhibited. It is earnestly hoped that the teachers in all our schools will feel the importance of increased attention to this particular branch of education, which, in too many instances, appears to have been overlooked. The improvement in the male department in oral and written arithmetic was very decided. In this particular study the pupils acquitted themselves with great credit. The order in this school was

good; and it is creditable alike to the pupils and their teachers that no complaints have been made as to the conduct of the pupils during the daily recesses of the school. This school is situated in the centre of a thickly settled portion of the city, and is destitute of all play-grounds for recreation; and yet, laboring under this great disadvantage, with the scholars constantly exposed upon the public streets, by a judicious discipline on the part of the teacher, the best order has been preserved, not merely in the school-room, but out of it, and the quiet of the neighborhood has in no instance been disturbed by irregularity or misconduct on the part of the pupils.

The Trustees feel it their duty again to call the attention of the Councils to the condition of this school-house. To say that it is unsuited to the purposes for which it is now used—that it is extremely uncomfortable, and that the health of the pupils is likely to be impaired by the decayed condition of the building, would be but repeating what has been said for years past, and is known to every member of the Councils.

It is desirable, not only to the prosperity of this school, but in view of its influence upon the character of our Public Schools, that immediate steps be taken for the erection of a suitable school-house in this district. The measure is strongly and earnestly recommended by the Trustees as one of the highest importance. In the crowded condition of this school, and with all the disadvantages under which it has constantly labored, it has sustained itself better than the Trustees had any right to expect.

PRIMARY SCHOOL, No. 1.

A. Lindsay, teacher. On the roll, 72. Only 37 pupils were present on the day of the examination, owing in part to sickness in the families of the scholars, and a sudden shower of rain which occurred at the hour appointed for the examination.

PRIMARY SCHOOL, No. 2.

Mrs. Rodier, acting principal. On the roll, 120. Present at the examination, 90.

The examination in this school was creditable, and the order throughout excellent. In all the branches taught in the Primary Schools, the examination disclosed a satisfactory improvement.

This school has sustained a severe loss in the death of Miss E. M. Attridge, the principal teacher. This melancholy event

occurred on the morning of the fourth of July, after several weeks of suffering. Miss A. was a native of Ireland, and had been but a short time in this country, when, after due examination, she was appointed to the charge of this school. Mild and amiable in her disposition and manners, with superior mental endowments, she entered upon her duties with great earnestness, endearing herself to every pupil of her school, securing the confidence and regard of the Trustees, and conferring enduring benefits by her labors. Although a stranger, in a strange land, friendship and love soothed the hours of declining life, and aided to dispel even the darkness of death. She died in peace, was followed to the grave by the pupils of her own school, and of the other schools of the district, by the Trustees, and many others, and her memory is embalmed in the grateful recollections of all who knew her.

PRIMARY SCHOOL, No. 3.

Miss Waggaman, principal; Miss Anderson, assistant. On roll, 100. Present at examination, 80.

This examination, as in the former case, was highly creditable. The order was good, and the appearance of the pupils highly interesting. The Teachers appear to have been faithful and diligent in the performance of their duty, and the fruits of their labors were seen in the attainment of the pupils as well as in their excellent behavior.

It is to be regretted that the room in which this School is held (the old Washington Library Hall,) is entirely too small for a double school; and yet the Trustees are not aware of any other, in a suitable location, which could be obtained for that purpose. The number now on the roll is as great as can possibly be accommodated in this room.

PRIMARY SCHOOL, No. 4.

Miss Washington, Principal, *pro tem*. On the roll, 64; present at the examination, 41. The smallness of the number was owing in part to a violent gust, about the hour of the examination.

This School until within some two months past, has been under the charge of Mrs. Wells, who has resigned and removed from the city. Miss W. has had but little opportunity, therefore, to effect improvements or changes in the School. It is due, however, to her, as well as to the pupils, to say that, in regard to the whole course of examination, the order of the School, the specimens of drawing, penmanship, needle and

fancy work, that the best hopes of the Trustees were realized. This School, it is true, embraces a number of the largest and most advanced pupils, who have been transferred from Primary School, No. 2, for the purpose of a better classification; and its superiority might reasonably have been expected. Still, it affords the Trustees pleasure to say, that even with these higher advantages, this School must be considered as having made advances and improvements which entitle it to the highest commendation.

SECOND DISTRICT.

SECOND DISTRICT SCHOOL.—*Male and Female Department.*

Male Department—Dr. Watkins, principal; Mr. DeMaine, assistant. Female Department—Mrs. Randolph, assistant. Male Department—on roll, 109; present at the examination, 93. The pupils in this department were examined in spelling, reading, arithmetic, geography, English grammar and history. On the roll of the Female Department are the names of 70 pupils; of whom 56 were present at the examination. This part of the School, as on the occasion of the last annual examination, continues to give very satisfactory evidences of improvement in all the various branches of study, which have been prescribed. It is altogether one of the most interesting of the schools, both as regards the progress and appearance of the pupils, the mode of instruction, and the excellent order and discipline which are observed. Total pupils, 179.

PRIMARY SCHOOL, No. 1.

Miss Stanford, Principal. On roll, 70; present during the examination, 66.

This School is mostly composed of small children, whose progress in education has been extremely limited. In view of the circumstances of the case, the examination was satisfactory, and the Trustees are assured that the amiable and competent young lady who is in the charge of this School has performed her task during the year with commendable zeal and fidelity.

PRIMARY SCHOOL, No. 2.

Miss Randolph, principal. On roll, 70. Present at examination, 46.

The number present at the examination was small in consequence of the sickness of a number of the pupils. The examination was satisfactory, and the commendations ex-

pressed in the last annual report are repeated with great pleasure. The Trustees find much to commend in the management of this school.

PRIMARY SCHOOL, No. 3.

Mr. Fill, principal. On the roll, 80. Present at the examination, 69.

This, although a Primary School, is, in many respects, equal to either of the District Schools. The studies are the same, and the attainments of the pupils highly creditable. In penmanship and map drawing, the specimens were superior to any others which were brought to the notice of the Trustees. They would be creditable to any school, and are highly honorable alike to the teacher and pupils.

PRIMARY SCHOOL, No. 4.

Mrs. Ogden, principal: Miss Billings, assistant. On roll, 130. Present at examination, 97.

This has been in operation only about ten months, and is one of the best conducted of the Primary Schools. The pupils evinced great interest in the examination, and the order in the school was excellent. The attainments of many of the pupils are respectable, and the improvement of several of them remarkable. Ten months since, one of the pupils scarcely knew her alphabet; she now reads with great accuracy, writes a fair hand, and is cyphering in some of the simpler rules of arithmetic. A similar instance (in the case of a very small boy) was noticed in Dr. Watkins' school; and it is doubted whether, in view of the advantages enjoyed by these two pupils, the history of the past can exhibit two instances of improvement in education surpassing those just mentioned.

THIRD DISTRICT.

THIRD DISTRICT SCHOOL.

Mr. McCormick, principal; Mr. Goldsmith, assistant. On roll, 125. Present at examination, 90.

This is, perhaps, the oldest of the Public Schools of this city. Although subjected for many years to the embarrassments attendant on the early educational efforts of our people, it has always sustained a good character, and has educated and sent into our midst some of our best citizens.

The late examination was equal to those of former years, of which the Trustees have spoken in terms of commendation. The order was excellent.

The Trustees can but regret that they are compelled in this school to crowd together pupils of both sexes. Although it has been questioned whether this kind of association does not exert a salutary influence upon both classes, and much may be said on both sides, the Trustees are satisfied (without undertaking to decide a question as doubtful as this appears to be) that an entire separation of the sexes, in the more advanced schools of the city, would be in accordance with the wishes of the community. This has constantly been regarded (except in the cases of very small children) as the general desire of the people of the city; and, as far as possible, their wishes have been complied with.

PRIMARY SCHOOL, No. 1.

Miss Sherman, principal; and Miss Bulger, assistant. On the roll, 120 : present, 100.

This is an excellent school, and sustains the good character of the previous year. The studies and attainments were a fair average of those in the first class of our Primary Schools. The Trustees regret that the school room is too limited for the number of scholars in daily attendance.

PRIMARY SCHOOL, No. 2.

Miss Bradley, principal; and Mrs. Clark, assistant. On the roll, 140 : present, 116.

Whatever the Trustees have said in commendation of any of the Public Schools, either in reference to order, or the attainments of the pupils, they desire to repeat as true of this school. The teachers have acquitted themselves well and faithfully, and their labors have been repaid by a rich harvest of improvement on the part of the pupils. This school room was handsomely decorated, exhibiting much skill and taste.

PRIMARY SCHOOL, No. 3.

Mrs. Martin, principal. On the roll, 70 : present, 68.

This school has always been remarkable for the punctuality and good order of the pupils. The improvement during the year in the various studies was satisfactory. The school room decorated with flowers and evergreens. The exercises of the examination were highly interesting.

PRIMARY SCHOOL, No. 4.

Miss Moss, principal. On the roll, 70 : present, 63.

This, also, is one of the schools lately established. Miss Moss had been in the service of the Trustees as an assistant;

and upon the new field of labor upon which she has entered, has furnished abundant evidence of her entire qualifications for the duties of her present appointment. The studies pursued are the same as in the other schools of like grade, and the progress of the scholars was highly satisfactory, and reflected the highest credit on their teachers.

FOURTH DISTRICT.

FOURTH DISTRICT SCHOOL.—*Male and Female Department.*

Male department, Mr. Thompson, principal; female department, Mrs. Hinton, assistant. Male department, on the roll, 64; female department, 62; total, 126; of which 118 were present at the examination.

The examinations in both departments were thorough; and the Trustees take pleasure in saying, that in every respect this school fulfilled their highest expectations. No branch of study which had been assigned seemed to have been neglected. Most of the pupils in the male department are small boys, whose opportunities, in most instances, had been very limited before they entered this school; but these difficulties have been overcome by the faithful attention of the teacher, and the diligent application of the pupils; and this school now embraces a class of scholars whose attainments are every way creditable, and will compare favorably with those of any mere English school in our city.

The same excellence was found in the female department. The first class in reading, in geography, and map drawing, especially, was considered equal, at least, to any other school which had been visited. A large number of interesting specimens of mineralogy, geometrical solids, drawing, and plain and fancy needle work, were exhibited by this school, procured and executed by the pupils mostly after school hours.

PRIMARY SCHOOL, No. 1.

Miss Wells, principal. On the roll, 63. Present, 59.

There has been great improvement in this school within the past year. Most of the pupils are very young, but their studies have been well directed, and their progress highly satisfactory. A youth, only seven years of age, acquitted himself with unsurpassed excellence, in most of the studies pursued in the school.

PRIMARY SCHOOL, No. 2.

Miss English, principal. On the roll, 68. Present, 60.

The appearance of this new school was very interesting. It was plain that the teacher and the pupils had alike looked

forward with interest to the examination, and had labored faithfully to meet the just expectations of the Trustees and the public. The room was handsomely decorated with flowers, &c., and the most perfect order was displayed. The best wishes of the Trustees were realized in the progress of the pupils. The specimens of worsted and other needle work, artificial flowers, book marks, &c., gave evidence of uncommon skill and ingenuity. As in case of Primary School, No. 2, of the third district, this school enjoys an excellent reputation, which the Trustees believe has not even reached its highest point of excellence.

PRIMARY SCHOOL, No. 3.

Mr. Morrison, principal. On the roll, 57. Present, 49. This school was established 25th March, 1850, and is the last of those established during the year. The attainments of the pupils are limited; but from the known qualifications and excellent character of their present teacher, the Trustees entertain the fullest confidence, that in a short time it will be brought up to its proper level with the other schools of like character.

In connection with the examinations the Trustees would remark, that in most of the female schools vocal music has been incidentally taught by the teachers. The effect is not only pleasant, but decidedly beneficial. They regret that the limited means of the Corporation do not seem, at present, to warrant the appointment of a teacher of music for the Public Schools. This could be effected at a cost of some four or five hundred dollars per annum.

It is with feelings of proud exultation the Trustees announce, that notwithstanding the prompt and liberal provisions heretofore made by the Councils in the establishment of schools to meet the urgent demands of the community, additional schools are now required. Every school is filled to overflowing. Applicants are daily pressed upon the Trustees, who are impatient of delay. This cannot be a subject of regret in any quarter. It is the undisputable proof, that the public appreciate the subject, and that the system which has been adopted meets with general, if not universal favor. There can be little doubt, from what has already come to the knowledge of the Trustees, that at the re-opening of the schools on the first proximo, that hundreds will be found applying for admission who must necessarily be refused, unless additional accommodations should be provided.

The subject of an increase of the salaries of the teachers has engaged the attention of the Trustees. These salaries,

so far as the Public Schools are concerned, are too small for the talents required, and the labor performed. The Trustees are aware, that even at the low salaries now given, hundreds are willing to engage as teachers in these school; but it is respectfully suggested, whether justice does not require that an increased compensation should be afforded, especially where talents of a high order are possessed, or where the grade of instruction approximates that which is imparted in the District Schools.

In the present condition of the city, the Trustees would not recommend to the Councils the establishment of a High School, as provided for by law, during the present year, unless such appropriations should be made by Congress as will justify the large expenditure which will be required for this purpose. Until other means than those now at the disposal of the city are obtained, it occurs to them, as the best policy, to multiply the number of the Primary Schools, which are sustained at a comparatively small cost, and which are conferring most important benefits on the community. Here may be learned those rudiments of education which (even if nothing else be obtained) will fit the recipients for the active and intelligent discharge of the various duties of life. They open the doors of the great Temple of Knowledge, and directing the attention to its vast treasures, kindle in a thousand hearts that irrepressible desire for further acquisitions, which lead on, step by step, the ardent and aspiring mind of youth to the attainment of whatever is grand and magnificent or valuable in the vast storehouse of knowledge. They cast the apparent insignificant pebble into the unruffled lake of the human mind, and awaken a circle which expands until the whole surface becomes agitated, and the living waters break upon distant shores.

In giving utterance, however, to this sentiment, the Trustees would not have it supposed that they underrate the higher branches of education. They trust that the time is not far distant when, by the establishment of a higher grade of schools than those now existing, the most liberal and comprehensive system of education will be added, to complete the work which has been so happily commenced. The wisdom of the Councils will suggest the appropriate time for the enlargement and perfection of the present system.

The two most severe embarrassments with which the Trustees have at present to contend, arise from the want of suitable houses for the schools, and the utter inability to admit all who are applying.

In regard to the first, we remark, that the Trustees have done the best they could to secure the most suitable rooms, in the best locations within the respective districts; but, in some instances, they have found the rooms entirely too small for the purposes intended, and badly constructed for the comfort and convenience of the pupils.

This difficulty must continue to exist until adequate means are at the disposal of the Corporate authorities, and are applied to the erection of suitable houses for the purpose. Indeed, the rent which is now paid by the Trustees is nearly, if not quite equal to the full amount of interest on the cost of buildings suitable in the arrangements, accommodating a larger number of pupils, and securing more certainly their health and comfort.

The Trustees acknowledge, with a deep sense of obligation, a valuable donation of minerals, from Mrs. Clarissa Hall, relict of the late Professor Hall. These, after having been arranged and labelled by Professor Gale, have been distributed amongst the several schools, and have been placed in appropriate cabinets. To Dr. Gale, the Trustees also desire to express their sincere thanks for the deep interest which he has manifested in behalf of our Public Schools. Several interesting lectures have been delivered by this gentleman to the teachers of the Public Schools and others, on mineralogy and botany; and he has most kindly proffered his services to aid in arranging collections made by the teachers to form a complete mineralogical and botanical cabinet of the District.

In this connection, the Trustees would state, with great pleasure, that the utmost harmony exist between the teachers of the *private* and *public* schools of the city. This has been shown by the organization of the "Teacher's Association," of which Professor Henry is the president, and before which public lectures have been delivered by Professors Henry and Gale, Hon. Mr. Mann, and others, at the Smithsonian lecture room, which has been kindly granted by the regents for the meetings of the association. This association cannot fail to exert a most beneficial influence on the cause and interests of education in our midst.

The Trustees would renew the recommendation, made a year since, that the salary of the Secretary be increased to \$200. The duties of the office, as will be seen by reference to the rules of the Public Schools, are many, laborious, and responsible, requiring for their proper discharge a great deal of time, the exercise of much discretion and prudence, and talents of a high order. The interests of the Public Schools,

as well as the convenience of the Trustees, are essentially effected by the efficient discharge of the duties of this office. They also recommend to the Councils to make provision for some compensation to the Treasurer. It is an office created by an existing law, but to which no salary is attached. During the last two years especially the duties have been very laborious and responsible, involving the disbursement of large sums of money. Much time is occupied, and great care and experience needed to perform its duties satisfactorily. Even if no compensation be allowed for the past, the Corporation can hardly expect in future that such pecuniary responsibility shall be gratuitously performed.

The attention of the Councils is respectfully called to the estimates in one of the tables accompanying this report, as well to those looking to the extension of the school system as for the support of the existing schools. The additional estimates are based on the ascertained wants of the districts; and the Trustees here refer to what has already been said in reference to the *present* comparative importance of a High School and an increased number of Primary Schools.

Appended to this report, will be found the names of those pupils in the several schools to whom medals and premiums were awarded at the recent examinations. The Councils will perceive that a silver cup was presented in one instance. This cup was the gift of a gentleman of the Third Ward, one of the earliest and best friends of the present system, and was designed to be presented to the most meritorious female pupil in the schools of the Second District. It was awarded by the Trustees to Miss Laura Peddicord, and was presented, with the other honors, by the President of the United States.

The recent examinations, in most instances, were highly satisfactory. Portions of nearly a month were devoted to this duty. These examinations were generally attended by the parents of the pupils. Some of them were witnessed by members of Congress. Representatives of the public press were present, aiding in the examinations, and urging forward, by counsel and encouragement, the good work. In the number of such, to whom the Trustees feel largely indebted for their presence and valuable assistance, as well as for the frequent and kind notices of the progress of the examinations in our local papers, (as well as in those of the city of Baltimore,) they desire to name Thomas C. Connolly, Esq., who is connected with one of our local papers, and evinced an acquaintance with the subject and an interest in the

cause which entitle him to the best regards of the friends of popular education.

The voice of prejudice has been silenced by the evidences of success which have multiplied day by day; and the whole community, awakened to a proper sense of its duty and its interests, in every form in which the subject has been presented, and in which the popular sentiment could be expressed, have more than sanctioned the enlightened and liberal action of the Councils in regard to the Public Schools. If this beneficent system has been late in going into operation, (retarded only by circumstances which our fellow-citizens could not possibly control,) the noble efforts which have been made within the last five or six years, and the harvest of good which has already been realized, furnish the assurance that we intend no longer to be laggards in the march of improvement. It is claimed (in no spirit of vain glorying, we trust) that within the time just stated, which marks with tolerable precision the advent of the present system, the progress of this city in this best of reforms entitles her to a place by the side of those other cities of our glorious Union whose deeds of enlightened policy in regard to this question have given them a world-wide renown.

The Trustees refer to the accompanying account of the Treasurer, embracing a statement of the receipts and expenditures of the past year.

To the several exhibits and statements hereto connected, and which form a part of this report, the Trustee invite the special attention of the Councils, to whom they desire in their own names, in the names of the thousands of youth receiving instruction through their wise and liberal policy, and in the name of hundreds and thousands of their fellow-citizens, to tender their grateful acknowledgments for the confidence reposed in them, and for the promptness with which they have met the frequent applications which have been made, in carrying out the provisions of this system of popular education.

By order, and in behalf of the Trustees,

WALTER LENOX,

Mayor, and, ex-officio, President.

C. A. DAVIS, *Secretary.*

CONDENSED ESTIMATE FOR THE SUPPORT OF THE PUBLIC
SCHOOLS FOR THE YEAR ENDING 30TH JUNE, 1851.

FIRST DISTRICT.

Number of Teachers, 8. Number of Pupils, 520.

Salaries of Teachers.....	\$2,450	
Rent of four rooms, one lot, scavengers, fuel, sawing, books, station- ery, special repairs, attendance of fires in female schools, white- washing, cleaning, and special repairs.....	620	
		<hr/> \$3,070

SECOND DISTRICT.

Number of Teachers, 8. Number of Pupils, 525.

Salaries of Teachers.....	\$2,500	
Rent of three rooms, &c.....	625	
		<hr/> 3,125

THIRD DISTRICT.

Number of Teachers, 8. Number of Pupils, 535.

Salaries of Teachers.....	\$2,450	
Rent of four rooms, &c.....	595	
		<hr/> 3,045

FOURTH DISTRICT.

Number of Teachers, 5. Number of Pupils, 315.

Salaries of Teachers.....	\$1,800	
Rent of two rooms, &c... ..	415	
		<hr/> \$2,215

Salary of Secretary.....	\$200	
Do. Treasurer.....		
Contingent expenses of Board of Trustees.....	150	
		<hr/> 350

Total	\$11,705
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Estimates for additional Schools.

For salary of one Primary Teacher, one assistant, rent of one room, books, fuel, seats, and contingencies, in First District.....	\$764
For salaries of one Teacher and one assistant, rent of one room, &c., in Second District.....	885
For salaries of one Teacher and one assistant, rent, &c. in Third District...	730
For salary of one Teacher, rent of room, &c. in Fourth District.....	475
	<hr/>
	<u>\$14,559</u>

THIRD DISTRICT.

H. McCormick.....	Male and Female Dist. School	125	125	183	92	not rep.	not rep.	11	10
Mr. Goldsmith.....	Male and Female Primary School, No. 1.....	65	124	148	94	not rep.	not rep.	11	10
Miss Sherman.....	Male and Female Primary School, No. 2.....	131	140	179	102	2	13	11	11
Miss Bulger.....	Male and Female Primary School, No. 3.....	66	70	82	58	1	5	11	10
Miss Bradley.....	Male and Female Primary School, No. 4.....	65	70	76	53	2	8	11	11
Mrs. Clark.....									
Mrs. Martin.....									
Miss Moss.....									
FOURTH DISTRICT.									
J. E. Thompson.....	Male and Female Dist. School	107	122	177	104	1	9	11	11
Mrs. Hinton.....	Male and Female Primary School, No. 1.....	65	67	75	54	1	10	11	11
Miss Wells.....	Male and Female Primary School, No. 2.....	53	66	89	56	1	20	10	6
Miss English.....	Male Primary School, No 3...	60	70	90	55		17	5	1
Mr. B. W. Morison.....									
		1,569	1,889	2,611	1,397				

In compiling the foregoing table, it was found that several schools had not been reported every month; consequently, in those cases the general result as to those schools, respectively, was completed by taking the average, under the several heads of those months that were reported.

As these statistics are in many respects important, too much attention cannot be given on the part of teachers in sending in their reports regularly, with the several items properly filled up.

Much care has been taken in the compilation of the table, although for the reason mentioned it may not be entirely accurate, though sufficiently for practical purposes. From an examination of it the following results may be deduced:

Number of District Schools.....	4
Do. Primary Schools.....	15
Do. Male Principals of District Schools.....	4
Do. Male Assistants in District Schools.....	2
Do. Female Assistants in District Schools.....	3
Do. Male Teachers of Primary Schools.....	3
Do. Female Teachers of Primary Schools.....	12
Do. Female Assistants in Primary Schools.....	5
Do. Pupils at the commencement of the school year.....	1,456
Do. Pupils at the end of the school year.....	1,889
Whole number admitted through the year.....	2,611
Average attendance.....	1,397
Number of schools or apartments in which boys only are received.....	6
Do. schools or apartments in which girls only are received.....	4
Do. schools or apartments in which boys and girls are received....	12
Do. months taught by the teachers in all the schools last year....	292
Do. months lost by absence of pupils, (being nearly one-eighth of the school time, and two schools not being reported)...	37

The Fourth District School is entitled to the high honor of having lost the least time by absence of the pupils.

Among the double Primary Schools, the same honor has been obtained by Primary School, No. 2, of the Third District, under the care of Miss Bradley and Mrs. Clark.

Among the single Primary Schools, considered in reference to numbers, Mr. Fill's school, Primary, No. 3, of the Second District, lost the least time.

Of the remaining schools, Mrs. Martin's, Miss Well's, Miss Stanford's, Miss Randolph's, and Miss English's, stand the best in the order of their names.

The highest average attendance was the Fourth District School; of the double Primaries, Miss Bradley's and Mrs. Clarke's; of the single Primaries, Mr. Fill's and Miss Stanford's, the former averaging throughout the year 73, and the latter 60. The lowest average of any of the Primaries was 40.

The cost of the schools last year, including all items, was.....	\$11,674 35
This sum divided by the whole number instructed last year, gives as the cost for each pupil.....	
Divided by the number of pupils in July last.....	4 55
Divided by the average number in attendance.....	6 17
	8 28

Of the various points suggested by the foregoing table in connection with the general report, none is more obvious than that the character and efficiency of a school depends greatly on the regularity of the pupils and their constant attendance throughout the year; and secondly, that however large the aggregate may seem of the expenses of the school, yet when a comparison is made between the cost of a pupil at a public and a private school, and reflect that were it not for the public schools the children of the citizens would be educated at private schools, the amount paid becomes a most economical expenditure.

Statement of Moneys received and expended for the support of the Public Schools for the current year ending June 30, 1850.

RECEIPTS.	Dollars.	EXPENDITURES.	1st District.	2d District.	3d District.	4th District.	Total.
Amounts from the Register under the the several acts of appropriation of August 22, &c.....	\$11,553 28	Salaries of Teachers....	\$2,078 00	\$2,297 12	\$2,252 93	\$1,344 77	\$7,972 82
On hand at date of last Report.....	175 08	Contingent Expenses..	260 75	180 75	94 19	75 47	611 15
		Rent of Primary Schools	320 13	188 50	232 50	85 00	826 13
		Books, Maps, &c. . .	206 40	86 05	115 14	102 51	510 10
		Fuel.....	69 16	102 60	54 14	42 29	268 19
		Furniture, Stoves, &c..	270 63	204 65	171 52	97 81	744 61
		Total in Districts.....	\$3,205 97	\$3,059 67	\$2,920 42	\$1,747 85	
		Special repairs of 3d District School-house.....					299 98
		Purchase of Lot for 3d District School house.....					24 75
		Contingent expenses of Board of Trustees, (two years,).....					266 62
		Salary of the Secretaries for 1849-'50.....					150 00
		Cash to the credit of the Board in the hands of the Treasurer.....					54 01
Total Dollars.....	11,728 36	Total Dollars.....					11,728 36

V. HARBAUGH, *Treasurer.*

The committee appointed to examine the accounts of the Treasurers report that they find the same correct, leaving a balance in the hands of the present Treasurer of \$54.01. The committee recommend that they be authorized to have the accounts settled on the books of the Register.

J. F. HALIDAY,
JAMES ADAMS,
P. M. PEARSON, } *Committee.*

ORDER OF EXERCISES

At the distribution of the Medals and Premiums, at the Capitol.

Prayer.

Music.

Address by the Mayor.

Address by the Hon. Mr. CHANDLER.

Music.

Presentation of Medals, Premiums, and Silver Cup, by the President of the U. S.

Music.

Dismission.

Previous to the examination, the Trustees directed that one silver medal should be awarded to the best scholar in each single school, and two in each double school. That a premium should be given to the pupil most distinguished for good conduct and punctuality ; another to the pupil who had made the most rapid improvement during the year ; and four premiums to the pupils who have most distinguished themselves in their several classes—making seven prizes for each single school, and fourteen for each double one.

In some instances, the *Teachers* or Trustees added others in cases where there had been marked proficiency.

Medals, Premiums, &c., awarded by the Trustees of the Public Schools, July 1850.

FIRST DISTRICT.

FIRST DISTRICT SCHOOL, (*Male Department*,) Mr. Kelly, Teacher.

Medal for best scholarship.—Wm. Goldsborough.

Premium for Good Conduct, Punctuality, &c.—Robert Ferguson.

Premium for Rapid Improvement.—James Croggan.

Premium for Proficiency.—Edward Sipes, Charles Davis, James Maddox, James Given.

FIRST DISTRICT SCHOOL, (*Female Department*,) Mrs. Henshaw, Teacher.

Medal for Best Scholarship.—Ann E. Collins and Edith O. Henshaw.

Premium for Good Conduct, Punctuality, &c.—Georgianna Shields and Ellen Morris.

Premium for Improvement.—Anna K. Fowler.

Premium for Proficiency.—Mary Gallagher, Elizabeth Fowler, Harriet Spellman, Mary Morris, Samuel Collins.

PRIMARY, No. 1.—Mr. Lindsay Teacher.

Medal for Scholarship.—James Spillman.
 Premium for Good Conduct, &c.—Wm. Lindsay.
 Premium for Improvement.—George Kelly.
 Premium for Proficiency.—James H. Byram, John W. Lewis, John Calvert, and Charles Coburn.

PRIMARY, No. 2.—Mrs. Rodier, Teacher.

Medals for Scholarship.—Cornelia Leckron and Mary J. Miller.
 Premium for Good Conduct.—Isabella Edwards and Thomas Riggalls.
 Premium for Improvement.—Emma Wright and Sarah E. Rodier.
 Premium for Proficiency.—Anne Clampitt, Mary Magness, James Gaither, William Edwards, Laura Miller, Samuel Hines, Ann E. Hayes, John Gray, Mary J. Mills, Eliza Beardsley, Rebecca Taylor, Mary E. Taylor, Susan Boteler, Richard Joyce, John Leckron, Sarah Triplett, and Wm. H. Mosely.

PRIMARY, No. 3.—Miss Waggaman, Teacher.

Medals for Scholarship.—Mary Proctor and Jane Williams.
 Premium for Good Conduct and Punctuality.—Marian Proctor and Sophia Aigler.
 Premium for Improvement.—Rebecca Noerr and Frank Myers.
 Premium for Proficiency.—John Rutherford, Jane Tyler, Margaret King, John Cullan, Catharine Gautier, Mary Van Tyne, Mary Doyle, Mary King, and Sylvester McGunnigle.

PRIMARY, No. 4.—Miss Washington, Teacher.

Medals for Scholarship.—Elizabeth M. Devaughn and Mary E. Leckron.
 Premium for Punctuality.—Julia A. Cross.
 Premium for Improvement.—Susan P. Milson.
 Premium for Proficiency.—Rhoda Williams, Sarah B. Ott, Laura E. Lewis, and Susan Dorsett.

SECOND DISTRICT.

SECOND DISTRICT SCHOOL, (*Male Department*), Dr. Watkins, Teacher.

Medals for Scholarship.—John Patch and John W. De Maine.
 Premium for Good Conduct.—John G. Robinson and Caleb McElfresh.
 Premium for Improvement.—John T. Burche and Douglass Cooper.
 Premium for Proficiency.—Edgar P. Cooper, Chas. Purcell, John T. Clements, John T. Cleary, Brison Tilley, and Isaac Rollins.

SECOND DISTRICT SCHOOL, (*Female Department*), Mrs. Randolph, Teacher.

Medal for Scholarship.—Eliza T. Ward.
 Premium for Good Conduct.—Margaret Withers.
 Premium for Improvement.—Laura Peddicord.
 Premium for Proficiency.—Margaret J. Moore, Emily Robinson, A. Woodruff, J. Clementson, Emma Gooch, and Sarah Wilson.

PRIMARY, No. 1.—Miss Stanford, Teacher.

Medal for Scholarship.—Ellen Warwick.
 Premium for Good Conduct.—Margaret Picken.
 Premium for Improvement.—Mary Ward.
 Premium for Proficiency.—Sarah Wright, Mary Ann Wood, Susan Lewis, and Indiana Hoover.

PRIMARY, No. 2.—Miss Randolph, Teacher.

Medal for Scholarship.—Martha E. Sherwood.
 Premium for Good Conduct.—Georgianna McGill.
 Premium for Improvement.—Josephine Marr.
 Premium for Proficiency.—Virginia Phillips, Amelia Beach, Margaret Flenner, Maria Norris, and Mary E. Mankin.

PRIMARY, No. 3.—Mr. Hill, Teacher.

Medal for Scholarship.—William Kelly.
 Medal for Drawing and Ornamental Writing.—Edgar Richie.
 Premium for Drawing.—William Flenner, William H. Reardon, and Edward W. Woodruff.
 Premium for Good Conduct.—Joseph G. Lambright.
 Premium for Improvement.—John H. Walter.
 Premium for Geometry.—James N. McGee.
 Premium for Proficiency.—William Fill, Christian Eckloff, Wm. H. Williams, Henry Henshaw, Frederick Fill, and James Richey.

PRIMARY, No. 4.—Mrs. Ogden Teacher.

Medals for Scholarship.—Ann Isabella Moore and Susan Kelly.
 Premium for Good Conduct.—Laura V. Brown, Mary Metcalfe, and Duncan France.
 Premium for Improvement.—Joanna Freund and Henrietta Crider.
 Premium for Proficiency.—Laura Boose, Sophia Kaufman, Edward Moore, Rebecca Robinson, Mary Croggan, Elizabeth Etchison, Maria Greaves, and Elizabeth Thompson.

THIRD DISTRICT.

THIRD DISTRICT SCHOOL, (*Male Department*,) Mr. McCormick, Teacher.

Medals for Scholarship.—Isabella F. Acton and James C. Cross.
 Premium for Good Conduct.—Joseph Cuvillier and Sarah T. Edwards.
 Premium for Improvement.—Ann M. Acton and Georgiana Evans.
 Premium for Proficiency.—Rose M. Goodrich, Ann R. Grimes, Susan Garner, Samuel Cuvillier, Robert Brown, James Dulin, Wm. Grimes, and Jos. M. Cook.

PRIMARY No. 1.—Miss Sherman, Teacher.

Medals for Scholarship.—Mary A. Murphy and Henry Schreiner.
 Premium for Good Conduct.—Ellen Higgins and Vincent Bulger.
 Premium for Improvement.—John Hill and Raphael Bulger.
 Premium for Proficiency.—Catharine Wheatley, Mary Waters, Margaret Branagan, Almira Simonds, Stanley Schreiner, George Wheatley, William French, and Patrick Smith.

PRIMARY No. 2.—Miss Bradley, Teacher.

Medals for Scholarship.—Mary E. Dennison and Laura B. Cook.
 Premium for Good Conduct.—Juliana Van Reswick and Mary A. Awkward.
 Premium for Proficiency.—Mary J. Murphy, Anna Little, Sarah McCathren, Margaret Simons, Mary E. Marks, Mary J. Kelley, Mary E. Cross, Geo. Jones, Mary E. Simms, Rebecca St. John, Mary E. Murphy, Isabella Holroyd, and George Talbot.

PRIMARY No. 3.—Mrs. Martin, Teacher.

Medal for Scholarship.—Sarah E. Burgess.
 Premium for Proficiency.—Almira Rudd, Mary E. Nokes, John Lewis, Mary Barnes, Virginia Gordan, Sarah A. Gates, Clara Maddox, Oliver, Anderson, and Robert Evans.

PRIMARY No. 4.—Miss Moss, Teacher.

Medal for Scholarship.—Julia Proserpi.

Premium for Proficiency.—Martha French, James Cook, Emily Sage, John Crawford, Charlotte Robison, Alex. Murray, Mary Cook, and Cecelia Downey.

FOURTH DISTRICT.

FOURTH DISTRICT SCHOOL, (*Male Department*,) Mr. Thompson, Teacher.

Medals for Scholarship.—William K. Gray and James A. Wise.

Premium for Good Conduct.—William H. West.

Premium for Improvement.—W. C. Hutchins.

Premium for Good Conduct and Improvement.—R. Willson, John H. Cassell, F. Byington, John Springman, and Daniel Mockabee.

FOURTH DISTRICT SCHOOL, (*Female Department*,) Mrs. Hinton, Teacher.

Medals for Scholarship.—Mary F. Cornwall and Elizabeth Ashdown.

Premium for Improvement.—Adaline Kinsey, (two premiums.)

Premium for Proficiency.—Mary McCarty, Frances Stuart, Mary E. Jones, and Catharine McDonald.

PRIMARY No. 1.—Miss Wells, Teacher.

Medal for Scholarship.—Sarah Orrison.

Premium for Good Conduct.—Susan Cooper.

Premium for Improvement.—Emma Carr.

Premium for Proficiency.—Hannah Polkinhorn, James West, Columbia Maddox, and George Hinton.

PRIMARY No. 2.—Miss English, Teacher.

Medal for Scholarship.—Sarah Miller.

Premium for Good Conduct.—Terence Riley.

Premium for Improvement.—William Ashdown.

Premium for Proficiency.—Samuel Byington, jr., Emma Preuss, Virginia Miller, Brenda Mitchell, and Delia English.

PRIMARY No. 3.—Mr. Morrison, Teacher.

Medal for Scholarship.—Charles Collison.

Premium for Good Conduct.—Isaac Smithson.

Premium for Improvement.—John Seiler.

Premium for Proficiency.—James Baggott, Charles Hawes, Catesby Burroughs, and John Pearson.

SILVER CUP,

Presented by a friend of the Public Schools to the most meritorious Pupil of the Female Schools of the Second District, and awarded by the Trustees to LAURA PEDDICORD, of the Female Department of the Second District School.

JULY 29, 1850.

Four years ago LAURE PEDDICORD entered the sixth class in my school, and knew nothing but her alphabet. She is now unsurpassed by any of the first class. She has during the whole time been absent but four days. She is uniformly affectionate to her schoolmates, and respectful to me. She last year received, by the unanimous decision of her classmates, the first honor of the school.

Her tasks are always carefully prepared and well recited. For the correctness of this report, I should like to refer you to any one in her class.

With respect,

SUSAN P. RANDOLPH,

Second District School.

ADDRESS
OF
HON. JOSEPH R. CHANDLER,
OF PENNSYLVANIA,
AT THE
PUBLIC SCHOOL CELEBRATION,
AUGUST 1, 1850.

REPORT

OF

HON. JOSEPH R. CHANDLER

OF PENNSYLVANIA

AT THE

PUBLIC SCHOOL CELEBRATION

AUGUST 4 1892

WASHINGTON, (D. C.) AUGUST 2, 1850.

DEAR SIR : We have been authorized by the Trustees of the Public Schools of the City of Washington to tender to you their thanks for the very appropriate and excellent Address with which you favored them on the 1st instant, and respectfully request a copy of it for publication.

Very respectfully yours,

R. FARNHAM,
V. HARBAUGH,
J. M. ROBERTS,
P. M. PEARSON,
G. J. ABBOT,
CHAS. A. DAVIS,
Committee of Arrangements.

HON. JOSEPH R. CHANDLER.

HOUSE OF REPRESENTATIVES,

WASHINGTON, AUGUST 5, 1850.

GENTLEMEN : The hastily prepared Address made to the Scholars, Teachers, and Trustees of the Public Schools of Washington, is at your service, and a copy thereof is herewith sent.

I am, very truly, your obedient servant,

JOS. R. CHANDLER.

R. FARNHAM, V. HARBAUGH, J. M. ROBERTS, P. M. PEARSON, G. J. ABBOT,
CHAS. A. DAVIS, Esquires, *Committee of Arrangements.*

Washington, (D. C.) August 2, 1870.

Dear Sir: We have been authorized by the Trustees of the Public School of the City of Washington to tender to you their thanks for the very appropriate and excellent address which you favored them on the 1st instant, and respectfully request a copy of it for publication.

Very respectfully yours,

WILLIAM H. HARRISON,
V. HARRISON,
J. M. ROBERTS,
R. M. PEARSON,
G. J. ARBET,
CHAS. A. DAVIS,
Committee of Association.

Hon. Joseph R. Chandler.

House of Representatives,
Washington, August 2, 1870.
Gentlemen: The hastily prepared Address made to the School Teachers and Trustees of the Public Schools of Washington is at your service, and a copy thereof is herewith sent.

I am, very truly, your obedient servant.

JOS. R. CHANDLER.
R. FARRAR, V. HARRISON, J. M. ROBERTS, R. M. PEARSON, G. J. ARBET,
CHAS. A. DAVIS, Esquire, Committee of Association.

PREFACE.

The examination of the Public Schools of Washington city, during the month of July, 1850, was probably more thorough than at any former period of their existence; and public attention was attracted to them in a manner not previously known. They had evidently prospered during the preceding year; the teachers and pupils had been inspired with a spirit of emulation, and the expectations of the public had been aroused. Citizens of Washington, previously indifferent to the subject, appeared suddenly impressed with the conviction that these schools might be institutions of public utility, and therefore worthy of their fostering care.

This was readily discerned by the Board of Trustees, who hence resolved that the cause of popular education in Washington should be advanced by means of this happy combination of favoring circumstances; and they accordingly determined upon a public display of the schools, that they might thus confirm the favorable impressions already made upon the popular mind, and arrest the attention of the many thousands who yet remained uninformed in relation to this important matter.

In pursuance of this resolve, the schools, to the number of nearly two thousand pupils, with their teachers, were paraded in uniform, and with music, on Thursday, the first day of August. The exhibition was one of unsurpassed beauty, and attracted the notice of the entire community. Thousands upon thousands of people thronged the streets through which the procession was to pass, and accompanied it to the beautiful grounds east of the Capitol. Here a platform had been erected, and while the schools were marshalled into lines in front of it, and the spectators occupied the wide area beyond, the Trustees of the Schools, headed by the Mayor and Councils of the city, ascended, conducting to their assigned places the distinguished personages who were to participate in the ceremonies of the day. Amongst these was MILLARD FILLMORE, President of the United States, who had with characteristic kindness and courtesy consented to distribute the premiums awarded to industry and merit.

The scene was one of great moral beauty. The members of the City Councils, from whom alone aid had ever been invoked, and whose annual appropriations had so often encountered the most formidable opposition, were now permitted to witness the strongest indications of improvement in the popular sentiment. The Chief Executive Officer of the Nation, upon whom devolve responsibilities of the most momentous importance, had deemed the occasion one not only meriting the influence of his name and presence, but his sincere solicitude.

The array of the schools was beautifully imposing. Their banners, numerous and richly ornamented, were placed around the platform, which they elegantly adorned. The boys were gaily decked with the regalia of their respective districts, generally in uniform; the girls were in white, and wore flowers as their appropriate adornments, in many instances in wreaths upon their heads; while the Teachers stood in the midst of their scholars to control and protect them.

This scene, though every voice were mute, was well adapted to win the admiration of each beholder, and cause him to proclaim the truth that the most solemn duty of our lives is to cherish and instruct the youth of our country, to educate for usefulness and honor, and save from ignorance and woe.

The stillness was broken by the voice of the Rev. Mr. GURLEY, who eloquently invoked of the Throne of Grace a blessing upon the united desires of all there assembled. The Orator selected for the occasion was then introduced by W. LENOX, Esq., Mayor of Washington, and in an earnest and impressive manner delivered

the Address we would here commend to the perusal of all who can respond to the sentiments of philanthropy, embodied in the language of beauty and of eloquence. The speaker appeared but to give definiteness and utterance to the vague impulses preconceived by the thousands who heard him; and the convictions he brought to their minds will live as a monument of his devotion to the welfare of our youth.

The kind and benignant words addressed by the President to each pupil as he presented the awarded medals, fell gratefully upon the heart; and they will be remembered and repeated as the words of high encouragement through many coming years. Thus, in the fields of philanthropy and benevolence a little germ will often produce the most richest and abundant fruits of beneficence.

The cause of popular education in the District of Columbia has now, it is hoped, received the seal and signet of the public approval. In the past, the Public Schools of Washington have known little else than the darkness of adversity. The future presents hopes of brighter fortunes. With such aid as has been given to the Public Schools of several of the States of this Union, ours will no doubt become models for the people of many portions of the Republic. Unaided in the future as in the past, save by the slender means of our own citizens, they will still live to bless the young, and to reflect honor upon the friends who sustained them in the dark struggles of their early existence.

ADDRESS.

One of the most beautiful sights in a tropical climate is, I am told, the exhibition of trees, where at once is presented every form, from the undeveloped bud to the ripened fruit ; where the eye rests upon the delicate blossom whose odors pour sweets upon the air, and at the same time the luscious fruits tempts the palate to a constant indulgence. To the philanthropist the present scene, partaking of the same variety, must afford a yet higher gratification ; for here the flower gives forth its sweetness, here the immature fruit swells into rivalry with its ripened antecedent, and here, dropping from the branches by which it has been sustained, and which it has ornamented, the decaying product bids a welcome to its successor and departs. All ages and all conditions come up to the annual festival ; each presents his appropriate form ; each is sustained by its proper feelings, hopes, or remembrances.

I am invited hither, not to reward the mature or the aged for their sacrifices, and the weariness consequent upon their attendance, but to offer a few words to these younger ones who make the display, and whose special holiday it is. To them belongs the occasion, for their pleasure it was ordained. Let us hope, while it is certainly to the honor of their seniors, that it will be for their own benefit.

My young friends, I offer to you my hearty congratulations upon the evidences of improvement in knowledge, and upon the real pleasure which the display of this evening presents, and I invite you to turn back your thoughts for one year, that you may more readily comprehend the benefits which have been prepared for you by the directors of the schools, and which you have secured to yourselves by your own application and the assistance of your beloved teachers. I use the term "beloved" with regard to your teachers without knowing one of them, because I understand that you have made great improvement ; and let me assure you that no considerable attainments are ever made by the scholar without a love for the instructor. That affection is the first great means, or it is an early consequence and then a principal agent in the acquisition of knowledge.

Look back, my young friends, and see what has been your improvement for one year : and then remember that all such improvement is made for life ; it is secured to you as long as you shall live, and it is the only property that you have secured. You have it now, and you have it with the consequent

interest and advantages forever. Hundreds who, twelve months since, were comfortable in all their circumstances, are now in the depths of poverty; hundreds who, within that time, have attained competency may in a few months be left destitute; but that wealth of the mind—that commencement of intellectual riches which results from your year's studies, can know no diminution: it is self-accumulative, and increases through all time by its own attraction.

I had not the pleasure of attending the annual examination by which your new attainments in school knowledge were tested by the teachers and exhibited to the world, but I hear that you acquitted yourselves with great credit, and did honor to those entrusted with your education. It could scarcely be otherwise; the system of the schools is good. Your teachers are skilful and faithful: of course you have applied yourselves, and you have rapidly advanced in all the branches of school knowledge which you have been called to study. Knowledge of reading, penmanship, arithmetic, history, grammar, geography, the foundation and material of that knowledge without which man's and woman's estate towards which you tend, and for which you are impatient, would lack that honor and respectability which renders age desirable. These you have, of course, begun to acquire, and you have also begun to see their advantages. It is perhaps enough to say, whatever may have been the circumstances of other times, that in the present age and the age of which you are to form an important part, no man or woman can be useful—can claim even respectability—if destitute of that knowledge which you are beginning to acquire. Such a knowledge, such attainments are so much the necessities of life, their importance are so obvious, you, indeed, begin now to see the advantages so plainly, that I will not further recommend them to you, nor further recommend you to pursue them.

There are other attainments which belong to your years to which I desire to call your attention. You notice that all the studies to which I have referred may be pursued with much success by children who are not distinguished by any excellence of character. As all the knowledge which you have, and which you are trying to have, may be attained in an eminent degree by very bad persons, though I agree that the very habit of obedience and attention and order necessary to the successful studies of a school, tends toward a proper regulation of the mind, and the establishment of correct moral habits.

But all the studies to which I have referred have reference to the head—they make what is denominated the cultivation of the intellect. You have hearts as well as heads, my young

friends, and you have affections as well as intellect. Let me say to you, you must learn to improve the heart. You must endeavor to cultivate the affections, and in this great branch of human study, young as you are, you must in a great measure be your own teachers.

These schools of which you form a part are called public schools, because they are sustained by the public and for the public. They are called common schools because the education acquired in them is to be common to all. Each one of you is stimulated to study hard, to apply closely—not that any one of you may exceed the other—not that it is desired that one boy or girl should have superior knowledge. Each one is urged that each and every one may, by application, attain all that any other acquires.

You see then that the object is to make you all learned; to place you all on the same platform of knowledge, just as you all occupy the same political platform of equality. But of what use would this equality be? What advantage to you or others would accrue from your standing side by side, if you did not regard each other kindly? Of what benefit would your attainments in knowledge be, if you did not love one another? If you have grown up in hate, then the greater the inequality, the wider the difference between you, the better for you and for all: if you have cherished unkind feelings, if you have nourished envy and hatred, if you have cultivated in your hearts dislike and thoughts of vengeance, why then the more you are separated, the less you will be likely to carry out your unkind resolutions; and, in truth, if you have not cultivated kind feelings, gentle affections, regard, and love for one another, then all the other knowledge which you may have acquired may tend only to aggravate the spirit of unkindness, and to supply the weapons of ungenerous assault.

I speak plainly to you, my young friends, unless you make advances in the science of true affection, of regard for each other's rights, and especially for each other's feelings, (and you must learn to regard the feelings of your associates as a part of their rights not to be carelessly or unkindly invaded,) unless you have learnt these lessons, the others will at least be deprived of a large portion of their usefulness. Be gentle, be affectionate, one towards another, and let this not be a holiday virtue, but the continued study and progress of your life. It will give character and dignity to the acts of the future man; it will mould to the fulfilment of her heavenly mission the character of the woman. Yes, my young female friends, to you it is the life and the life's service of your sex.

You must catch and practice every lesson of delicacy and affection which is imparted. You must strive to repress opposing feelings, and endeavor to give growth and exercise to all that is gentle in temper, and to all that is delicate in manner.

Ladies and Gentlemen, Teachers, I congratulate you upon the eminent success of your pupils. I know the responsibilities of your office, and how much of duty may be evaded without an evident violation of compact. You are conscientious, or these children could never have thus advanced. You must be conscientious, or they will never attain. What I have said to them of the necessity of study applies to you, my friends, as a duty of teaching. The moral must accompany the physical, and the heart must be dealt with as well as the head, and your children must learn from you the important lesson that they are to be social not selfish, and that it is more the consideration for others than for themselves that is to influence advantageously their future lives. The highest aim of a child should be to do right for the sake of that right, and to find a stimulant of effort in the good which that effort may achieve.

I see by these children's appearance, as I learn from their conduct, that they are beginning to understand the dignity of their character, and hence we may expect them to seek a course of conduct consistent with their estimate of themselves and their relatives. And your power of governing is to be in your influence over their affections and their attainments in self-knowledge. You have a right to their obedience, but you must acquire their love. We all know that circumstances may render physical discipline appropriate, but we all comprehend that the tone and language of affection draw back to virtue thousands who would have been hardened in vice by rigor.

The servant of the Prophet, you remember, when sent to raise the dead son of the Shunamitish woman, laid in vain the staff of his master upon the unconscious form of the child; but when the man of God himself went into the chamber and closed the door, and stretched himself upon the dead body with breast upon his breast and mouth to his mouth, then the genial warmth imparted gave back life to the little one, and restored joy and comfort to the household that was bereaved. So my friends—so you to whom are committed the character, the heart, and the life of this rising generation, send not the servant with the staff. When moral death seizes on the little one of your charge, send not the dependant with the rod, but go you into the chamber with him in secret where none but God can see, and there, hand to hand and breast to breast

warm the heart which error has chilled, and breathe anew into the dead moral form the breath of life and of love. Oh, give back to the heart-smitten parent the object of her prayers! Save, save the children of this Republic! Be you the benefactors of the Nation! Be you the servants of God!

Do not suppose, my friends, that one lesson, one monition is to fix a virtue or eradicate a fault—constancy of effort, un-failing example can alone profit. As well might the rose refer to a solitary sunbeam the beauty of its tint, or to a single zephyr the exquisiteness of its order, as for a child to say what monition saved him from a practice of vice—what lesson of instruction fixed him in virtue.

It is a beautiful illustration of our institutions, and auspiciously ominous of their perpetuity, that the occasion is deemed of sufficient consequence to attract to the festival the honored Executive of the Nation.

Republicanism demands knowledge and virtue in the people, (the means of supplying that demand must be the proper object of solicitude with him to whom is entrusted the preservation of republican institutions,) and christianity in its great Author supplies the example of condescension to the wants, the manners, and the improvement of childhood; and our children—these now around us—will feel their attachment to their country the stronger from the consciousness that every branch of that country's Government evinces an interest in their welfare.

Affection follows such a manifestation of interest, and the gratitude to the Chief Magistrate of the Nation for this day's kindness may ripen, in the bosom of these children, into the purest patriotism. Nothing binds man to his country more than a knowledge that his interest in the institutions is recognised; and affection, respect, or gratitude for a Chief Executive Officer has often stood in place of love of country until it had come to be that which it supplied.

Gentlemen of the Board of Trustees, not the least gratifying portion of the exhibition which you this day make is the fact that your plan, thus extensively useful and capable of including every child in this District, is but of a few years trial, and the growth of the schools as rapid as the development of the scheme has been excellent. Every step of your progress is consequent upon previous success and increased confidence, and while it deserves the approval of every parent in the city, it commends itself to the favor and patronage of the National Legislature. You have established the means of general good in the centre of the Union. Let the representatives of every portion vie with each other in a liberal

effort to sustain the institution that purifies the centre, and works thence in beneficial operation to the extremity. We ought not to doubt that a Legislature that has adopted this city, and shown its favor by liberal expenditures in the supply of physical conveniences and household comforts, will continue to manifest its maternal tenderness by generous appropriations to give character and usefulness to the generation that rises within its limits; and this the more, as the benefits to flow from their kindness is not to be limited to the locality in which it originates, nor to operate in sectional divisions. The example will be beautifully effective throughout the Nation, and the influence upon the coming generation will be as diffusive as the excursive habits of our citizens. Near us is an institution which individual munificence endowed, and gifted and cultivated minds conduct for the promotion of the lofty branches of science and the arts. Let us all encourage in public schools the means of attaining the benefits of that endowment. Let us have no advantages of science, arts, or literature that shall not be accessible to all. Solitary knowledge gives pride to the possessor, and superstition to the uninformed. Diffused science is alone useful to the possessor and the public.

Gentlemen Trustees, the work in which you are engaged is one of patriotism and of philanthropy. The good you promote in behalf of these children—a part of our country—is reflected back upon yourselves, and will be blessed to your children. It is a stream of unfailing good. The ordinary work of benevolence perishes with its use: to-morrow, and to-morrow, and to-morrow, the supply must be renewed, or the beneficiary is lost. The supply which benevolence imparts in public schools has no decay, like the handful of meal in the barrel, and the oil in the widow's cruise, it knows no diminution. The benefits that so obviously flow from exertions to establish and maintain these schools, constantly provoke to additional exertions, while the necessity that demands it is so supplied that it may hereafter serve itself.

And since I have made the allusion to the meal-barrel and the oil-cruise, let me close my remarks by adding that the Prophet who blessed these vessels of the perishing widow and her son, derived his own nutriment from the benevolent office. May you, Gentlemen of the Board of Trustees, and you Ladies and Gentlemen Teachers, who do so much good to others, find in the heavenly office a support for your affection, and a reward for your benevolence; and, like the Prophet, may you sustain a life within by the outward demonstration of sympathy and beneficence.

HISTORICAL SKETCH

OF THE

PUBLIC SCHOOLS OF WASHINGTON.

The first election of the City Councils was held on the 17th June, 1802, and almost immediately after, notwithstanding the heavy expenses incurred in founding a new city in the wilderness, attention was given to the establishment of schools for the poor. The following is the preamble of a bill passed ~~October 17th, 1805:~~ *Dec. 5. 1804*

"Impressed with a sense of the inseparable connexion between the education of youth and the prevalence of pure morals, with the duty of all communities to place within the reach of the poor as well as the rich the inestimable blessings of knowledge, and with the high necessity of establishing at the seat of the General Government proper seminaries of learning, the City Council do pass an act to establish and endow a permanent institution for the education of youth in the city of Washington."

1806? By this act the sum of \$1,500 was placed in the hands of a board of trustees, who were authorized to make adequate provision temporarily in private schools, at the expense of the city, for the education of children whose parents resided in the city and were unable to defray the expenses of their education. In 1808 the first school was established and placed under the care of a board of trustees, and provision was made for the reception of rather more than one hundred pupils, at an expense of about \$800. In 1816, an additional school was established. From 1820 to 1845, these two schools were conducted in part on the Lancasterian system, and the number of pupils averaged from two hundred and fifty to three hundred and fifty, annually. During most of the time but two teachers were employed, and the cost of the schools was about \$1,700 a year. Occasional appropriations were, however, made in aid of charity schools under the care of benevolent individuals and churches. Into the two public schools none were admitted but such as were unable to pay for their tuition in private schools. Whenever pupils were found of peculiarly bright and active minds, the trustees were authorized to educate them in private schools of a higher grade, at the city expense. In 1826, the sum of \$40,000 was appropriated, "and solemnly pledged and set apart forever," for the purpose of endowing public schools, and the Mayor was authorized to keep it vested in six per cent. stocks. This fund

now, by careful management, amounts to a little over \$50,000.

In 1840 and 1841, the late Mayor, W. W. Seaton, Esq., (whose interest and zealous co-operation in the cause of public education should at all times be gratefully remembered and acknowledged,) called the attention of the Councils in vain to the expediency of extending the provisions for public school instruction. During the latter year, several individuals, who had investigated the subject, ascertained beyond a doubt, that out of a population of 5,200 children, between the ages of six and sixteen, not more than 1,200 were in the public and private schools of the city—a much smaller number was returned by the census. Thus it was evident that at least 4,000 children were growing up in ignorance, and the retributive effect of it was beginning to be viewed with alarm by reflecting citizens, in the character of the youthful population growing more and more immoral and vicious.

Serious and startling facts were placed in the possession of the Mayor, who, in his annual communication of 1842, earnestly invoked attention to the subject. The Mayor indicated that either the system then existing might be extended, or the New England system introduced; and any deficiency that might arise from the inadequacy of the income of the school fund could be provided for by a small tax on the assessed property of the city.

The Councils took up the subject, and in the lower board a committee, of which J. F. Halliday, Esq., now a trustee, and Rev. C. A. Davis were members, presented an able and eloquent report, understood to have been prepared by the efficient Secretary of the present board, accompanied by a bill for the establishment of seven public schools, open to all white children between six and sixteen years of age, to the number of about three thousand pupils. It also provided that they should be supported by a tax of one-sixth of one per cent., to be imposed upon the assessable property of the city.

So wide a departure from the system then existing, of educating only a portion of the indigent poor, to the one proposed of opening of the schools to all, to be enjoyed like the air we breathe, or the water we drink, or the streets through which we pass, could not but encounter serious opposition; and the idea of an additional tax was in the minds of many a fatal objection.

There was much earnest and excited discussion, and the attention of the people was more and more lead to the subject. The people met in their primary assemblies, and were addressed by gentlemen acquainted with the practical ope-

rations of the free-school system elsewhere, and communications constantly appeared in the *Intelligencer* and the *Sun*, whose columns were freely open to friends of reform. The subject was not allowed to rest. In the western part of the city the Union Fire Company freely and gratuitously threw open their comfortable and well-furnished hall, and for several winters had courses of lectures, and frequent meetings for the discussion of the free-school question. They were addressed by members of Congress and other gentlemen, the announcement of whose names would draw an audience; among others by Hon. J. Q. Adams, Mr. Justice Woodbury, Hon. Caleb Cushing, Hon. Charles Hudson, Rev. S. G. Bulfinch, Rev. E. E. Hale, and many others.

Such was the opposition that the free-school system encountered, the diversity of views respecting it, the doubts existing whether the city charter conferred sufficient power to impose taxes for the support of schools, and the expediency of imposing them, that the Mayor, in his annual communication of 1843, modified his views so far as to recommend simply the use of the entire interest of the school fund for school purposes, the establishment of an additional school, and the admission of pupils, other than the extremely poor, by the payment of a tuition fee of fifty cents monthly.

This combined free and pay system went into operation on the 1st of January, 1845, and continued till the 1st of September, 1848. Two new buildings were erected, at a cost of \$6,300; four principal teachers and five assistants were employed, and accommodations were provided for seven hundred pupils. When the schools were first opened, and some time thereafter, they were nearly full, and the sum received from the pay pupils amounted to nearly enough (\$1,050) to pay the assistants. But each year after the first, the total number of pupils diminished, as well as the receipts for tuition, till in 1848 the trustees reported to the councils that they had dismissed the assistant teachers in consequence of the tuition fees, to which they were restricted, being inadequate for their support. The average annual cost of the schools on this system was about \$4,650. As the system which had been in operation till 1845 was defective, in educating only a portion of the youthful population, and at the same time fastening upon it the badge of poverty, and upon the schools the stigma of charity or pauper schools, so the system afterwards adopted was injudicious in bringing social distinctions into the school-room. The pupils soon ascertained which of their number were pay and which were

free scholars, and it led to heart-burnings and ill-natured remarks among themselves and their respective parents. Injustice was often committed, through the natural pride of the extremely indigent, in preferring to pay the tuition fee (this tuition fee was fifty cents a month) rather than suffer the feelings of their children to be constantly wounded; while some in better circumstances avoided the payment if possible.

This state of things continued but a short time after the renewal of the charter by Congress, in which care was taken to obtain the power of imposing a school-tax, and also a capitation tax of one dollar annually on each voter, to be appropriated to the use of the public schools.

By several acts, passed since November 1, 1848, and the regulations of the board of trustees in accordance therewith, the schools of Washington are now conducted essentially on the same principles as those in the larger towns of Massachusetts. The schools are open freely to all white children, in the order of application, over the age of six years.

They are divided into primary and district schools, with a high school to go into operation in 1851.

There are fifteen primary schools taught by seventeen females and three males, and four district schools taught by four male principal teachers, and three female and two male assistants—in all twenty-nine teachers, to each of whom is assigned seventy pupils. In a portion of the primaries, females are only received; in others, males; and in the remainder, males and females. It has been found, wherever the sexes have been separated, that greater satisfaction has been given to the parents and teachers.

The studies in the *primary* schools are reading, writing, spelling, the powers of the letters, punctuation, mental and written arithmetic, geography, with landscape, linear and map-drawing, lessons on flowers, minerals, &c., vocal music, at the discretion of the teachers, with occasional lessons in plain sewing, fancy work, and embroidery.

To gain admittance to the *district* schools, the children must be found, by examination, capable of reading easy prose, of spelling correctly, well acquainted with the punctuation and abbreviation marks, with arithmetical figures and characters, notation, numeration, with the tables as far as ten of addition, subtraction, multiplication and division, and capable of performing simple operations in those rules.

The studies of the district schools include the above, with the powers of the letters, analysis and definitions of words,

English grammar, with composition, elocution, book-keeping, history, arithmetic, and algebra, both mental and written, geometry, with its application to the measurement of surfaces and solids, philosophy, and physiology.

The expense of the present number of schools is about \$12,000, of which \$3,000 is derived from the interest of the school fund; about \$5,000 from the capitation tax, and the remainder from the general fund of the city.

The system is highly popular, the schools are all full, and many applicants are on the list waiting for admission. The city having embarked in this enterprise, must continue to extend the system to meet the wants of the population. Additional primary schools are needed in all the districts of the city, as well as new and commodious buildings, furnished with comfortable seats and desks, and all the modern improvements, instead of some of the present ill-arranged, unventilated and inconvenient rooms now rented. A large expenditure will be needed to erect and put in operation the the high school which is authorized to be opened in 1851.

For all these objects, in view of what has already been accomplished, even with limited means, the popularity of the system with all classes, the perceptible improvement that has been effected in the character of the youthful population of the city by the public schools, and the importance of establishing, at the seat of the General Government, a system of public instruction, worthy of our institutions, and of the city that bears the name of Washington, that may be held up to all who assemble here from all parts of the country, and from foreign lands, with pride and satisfaction—the appeal is confidently made to the liberality of the Councils, and the Congress of the United States.

It will thus be seen that our schools are divided into primary districts, and a prospective high school. In the primary are received the young children, who here take their first lessons in learning. The modes of discipline and instruction provided for this class are widely different from those intended for the more advanced pupils. They cannot bear long confinement; their physical natures require frequent change. The eye, the ear, and the hand, are to be trained; objects must be presented for their examination, and much instruction given by conversation. The discipline of these tender and sensitive children must be mild, gentle, and parental. In the primary schools they are taught the elements of reading, writing, arithmetic, geography, grammar, vocal music, and drawing; and when thoroughly grounded in them, they are

advanced into the district school. Here the discipline becomes more rigid, the course of study more extended, and the requirements greater.

The pupil is brought into severe and honorable competition with others, he learns properly to estimate his own powers, and in the contests of the school room prepare himself for the discipline of real life. If properly instructed at home and at the primary school, the pupil is prepared to enter the district school at the age of ten; after four or five years continuance here he may be presumed to be able to read and spell correctly, to have acquired a good knowledge of arithmetic, geography, and book-keeping, the history of his own country and some acquaintance with universal history, the Constitution of the United States and his duties as a citizen, some knowledge of the elements of geometry, at least so far as to enable him to take accurately the measurements of planes and solids; and, if he be industrious he will know something of physiology, surveying, and philosophy, together with the power of expressing simply and correctly his thoughts either orally or in writing.

The purpose of the district schools will not be accomplished unless they inspire every graduating pupil with a love of knowledge and with the determination by self-instruction to extend and perfect the education of which they lay the foundation.

Unless the pupil enters now upon his trade or selected vocation, he will pass into the high school where he will study more thoroughly several of the branches he had only commenced at the district school. He will enter upon an extensive mathematical course, extend his knowledge of physical science, perhaps apply himself to the ancient and modern languages, to intellectual and moral philosophy, and in a word, to those branches that will best fit him for the counting room, college, a trade, or professional life. Such briefly is the system, of which the foundation has here been laid, and which is in successful progress.

The importance of the classification of schools will be rightly understood by any one entering some private schools, where one or two teachers have their energies weakened, and their time frittered away in attempting to teach all things from the alphabet to the higher mathematics, together with three or four ancient and modern languages.

Again, its economy is a high recommendation of the public school system. In our public schools there are about 2,000 children. It is only reasonable to say, that in private schools

the tuition of these children would be at least \$10 each annually. In many of our private schools \$50 or \$60 is the usual price. But at the low rate mentioned, the cost would be \$20,000, and double that sum would be a more correct estimate.

The expense of the existing public schools is nearly as follows:

Salaries of 4 Principals of District Schools.....	\$2,800 00
Salaries of 5 Assistants in District Schools.....	1,250 00
Salaries of 15 Teachers of Primary Schools.....	3,750 00
Salaries of 5 Assistants in Primary Schools.....	1,000 00
Salary of Secretary of Board of Trustees.....	100 00
Contingent expenses of Board of Trustees.....	100 00
Rent of 13 rooms and lots.....	820 00
Fuel for schools.....	350 00
Contingent expenses of schools.....	1,830 00
Total.....	\$12,000 00

It thus appears that the public schools may be well classified, and the instruction thorough and systematic; they can be conducted at a very moderate expense, and, at the same time, educate a large number of pupils.

There is barely room to hint at the strict responsibility to which the public schools are subjected, and the advantages resulting from educating, in a republican country, all classes together.

There are more pupils now in the private schools than there were in both the private and public five years since. There are more private schools and teachers than there were at that time. This is not so much due to the increase of our population as to the increased interest on the subject of education, and to the competition excited by the excellent manner in which the public schools have been conducted. Even if it were to happen that public schools should take the place of private ones, in a great measure, it would be for the advantage of the profession. The salaries of the teachers, of whom there would be a larger number than at present, would be greater and more regularly paid, they would be freed from many of the annoyances to which they are now subjected; nor would their real, (not nominal) compensation in most cases be much less than it now is.

In many instances, when Teachers of Private Schools have been candidates for situations in the Public Schools, they have always been elected in preference to others, where the qualifications were equal. The duty of recognizing the claims of those whose private establishments have been injured by the public schools has thus been acknowledged by the Board.

At the last census only 986 pupils were returned as being in both the public and private schools of the city; there are now more than double that number in the public schools alone, and there are probably at least that number in the private schools, showing a largely increased per centage on the population of the city. The private schools are admitted on all hands, to be more numerous and more flourishing than at any time previously.

The friends of the private have no fears to apprehend from the rivalry of the public schools. Both are engaged in the same great and glorious object, the education of the rising generation, and working harmoniously together. At the late examinations many of the private teachers, both male and female, were present; and all unite most cordially, as members of the Columbian Association of Teachers, in promoting the important objects for which that Society was formed.

RULES
COMPILED FOR THE GOVERNMENT
OF THE
DISTRICT AND PRIMARY SCHOOLS
OF THE
CITY OF WASHINGTON, D. C.

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LIST OF BOOKS AUTHORISED TO BE USED IN THE
PUBLIC SCHOOLS.

John's First Book.
Swan's Series of Reading Books.
Swan's or Fowle's Spelling Book.
McElligott's Young Analysis.
Green's, or Smith's Grammar.
Mitchell's or Smith's Series of Geographies.
Colburn's First Lessons in Arithmetic.
Adam's or Greenleaf's Arithmetics.
Towers' or Davies' Algebra.
Holbrook's Geometrical Catechism.
Davies' Elements of Geometry and Mensuration.
Pictorial History of the United States.
Pinnock's Series of Histories of Greece, Rome, England, and France.
Worcester's Elements of Ancient and Modern History.
Parker's or Gray's Philosophy and Chemistry.
Smith's Astronomy.
Cutter's Physiology, with the Plates.
Holbrook's, Abbot's, or Coe's Drawing Cards.
Book-keeping.

R U L E S
FOR THE
G O V E R N M E N T
OF THE
D I S T R I C T A N D P R I M A R Y S C H O O L S.

A D M I S S I O N.

1. Application for admission into any Primary School shall be made by a parent or guardian, to one of the Sub-Board of the District in which the pupil resides, and, as vacancies occur, they shall be admitted in the order of application; provided, in order that all parents may have the privilege of participating in the advantages of the Public Schools, not more than two pupils shall be admitted from any one family, until it be shown to the satisfaction of the Sub-Board, that the full number of pupils cannot be made up in this way, in which event, applicants may be admitted in the manner above indicated.

2. The number of pupils admitted in each Primary School shall not exceed seventy at anyone time.

3. No pupil can be admitted into a Primary School without a ticket of admission from a member of the Sub-Board of the District, which may be in the following form:

Primary School Ticket.

To the Teacher of the _____ School, District No. —

The Bearer, A. B., aged _____ years _____ months, is entitled to be admitted into your School.

} of the Sub-Board
of Trustees of
said District.

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4. No pupil shall be received from another Public School, without a certificate of honorable dismissal, or a specification of the reasons for leaving, and no pupil shall be received from one Public School into another, while under sentence of suspension, unless by a vote of the Board of Trustees.

5. Whenever a pupil, or an applicant, has been found, on examination, qualified for admission into a District School, a

certificate may be given, in the following form, which shall admit the applicant in the order of application, subject to the proviso in the first section, and, in case of a conflict between pupils from a Primary School and others, the former shall have the preference.

District School Ticket.

Admit the Bearer, A. B., if found qualified, into the _____ District School.
 } Of the Sub-Board
 } of the District.

TO THE TEACHER.

6. In each Public School a register shall be well and carefully kept, in which shall be recorded the name, age, and number of every pupil, the time of admission, by whose ticket, and also the name of the parent or guardian; and also the names of all applicants for admission, which, when full, shall be deposited in the library of the Board.

PRIMARY SCHOOLS.

7. The Primary Schools shall contain as nearly an equal number of pupils as is practicable, and for this purpose the Board of Trustees, when it is deemed expedient, may remove pupils to Schools in adjacent districts.

8. *Children* between the ages of six and ten years may be admitted into the Primary Schools by a ticket signed by one Trustee of the District, and *females* may be continued beyond the age of ten years in the Primary Schools with the consent of the Sub-Board of the District.

STUDIES IN THE PRIMARY SCHOOLS.

9. The Alphabet, including the powers of the letters, exercises in articulation for the purpose of cultivating a distinct, natural, and correct utterance of words. For this object there shall be frequent exercises by the pupils, singly and simultaneously, in exploding the letters and combination of letters. Reading, Spelling, marks of Abbreviation and Punctuation. Arithmetical Signs and Tables, mental and written Arithmetic, Geography with the study of outline Maps, Writing, Drawing, Vocal Music, Oral Instruction on common things, intended to accustom the pupils to habits of observation and reasoning upon the things which they see and hear, with such other physical, intellectual, and moral exercises as shall tend to give them well-developed and healthy bodies, clear and quick perceptions, cultivated minds, pleasant dispositions, kind feelings, and habits of obedience, truth, and virtue. Short and intelligible lessons shall be frequently given to the whole

School, giving ideas, not words only, and adapted to the comprehension of children, and conducing to mental and moral improvement, by means of flowers, plants, minerals, simple philosophical and chemical experiments, maps and pictures illustrative of Geography and Natural History, or the events of the past, together with short sketches, occasionally, of the lives of the great and good.

10. It is recommended to the Teachers to give as much instruction as is practicable orally and by means of the black board; to have the number of classes as small as is consistent with the unequal progress of the scholars; to prevent the pupils from sitting long in one position or without occupation; frequently to vary the school exercises, so as to awaken and fix the attention of children; to make motion at regular intervals a part of the school exercises, and to have the lessons on common things illustrated, as far as practicable, by the objects themselves.

SCHOOL HOURS.

11. The Schools shall be kept open from April to October, eight hours, including a recess or recesses, not exceeding an hour in all, and from October to April, seven hours. Whenever the weather is inclement, there may be only one session a day, continuing in summer five hours, and in winter four hours.

12. The time of commencing and dismissing shall be determined by the several Sub-Boards in their respective Districts.

RECESSES.

13. To promote the physical comfort of the *primary* pupils, three recesses are recommended each half day, uniformly at the close of each school hour, of five minutes only. The time of the first two is to be occupied in the open air, under the direction of the Teacher, or, if this shall be found impracticable, from the state of the weather, or any other cause, it may be spent within the building in some general and regular exercises, such as rising and sitting, marching and counter-marching, singing, or in callisthenic exercises, continued and varied according to the best judgment of the Teacher.

The last recess may be used for the purpose of collecting and arranging the books and apparatus, and in singing, or some suitable and appropriate moral exercise, to bring the school to a proper close.

DISTRICT SCHOOLS.

Qualifications for Admittance.

14. Pupils may be admitted into the District Schools who have attained the age of ten years, and who, after being examined by one or more of the Sub-Board of the district, or the Teacher, are found capable of reading easy prose, of spelling well, who are acquainted with the punctuation marks, with arithmetical figures and characters, notation and numeration, with the tables, as far as 10, of addition, subtraction, multiplication, and division, and are capable of performing simple operations in the foregoing rules; subject, however, to the restrictions made in the first and sixth sections.

15. In case there are not a sufficient number of such applicants, others may be admitted for a limited time, at the discretion of the Sub-Boards.

STUDIES.

16. Orthography, including the powers of the letters, exercises in articulation, analysis and definition of words with the suffixes and prefixes, Reading with Elocution, Penmanship, Geography, English Grammar with Composition, History, Arithmetic, mental and written, Algebra, mental and written, Geometry, Trigonometry, with its application to Mensuration, Surveying and Navigation, with occasional practical lessons in the use of the compass and chain, and the measurement of surfaces and solids, Book-keeping, Human Physiology, Constitution of the United States, Astronomy, Natural Philosophy, and Chemistry. The Teachers are recommended to connect the study of Geography with that of the outline maps, and with occasional lessons in map drawing.

17. Elementary lessons in drawing and vocal music may be given occasionally, at the discretion of the Teacher.

18. Oral instruction, so as to render the lessons interesting and intelligible, is recommended.

19. It is expected that all the pupils will be constantly exercised at the black-board in their various studies.

VACATION.

20. A vacation of one month at the end of the scholastic year may be given.

HOLIDAYS.

21. One week at Christmas, the 22d of February, two days at Easter, the 4th of July, and every Saturday, shall be the only holidays.

SCHOOL REGULATIONS.

22. The Rules prescribed by the Trustees for the government of the Public Schools, or extracts from them, shall constitute a weekly exercise to be read to the school, by the Teacher, or the First Class in Reading.

PUPILS.

23. When the example of any pupil is very injurious, and in all cases where reformation appears hopeless, it shall be the duty of the Teacher, with the approbation of the Sub-Board, to suspend such pupil from the school, in which case immediate notice of the same shall be given by such Principal to the parent or guardian, stating the cause of such suspension, and all the circumstances connected therewith, in writing, and notice thereof shall be given to the Board at the first meeting thereafter for their adjudication. But any pupil under this public censure, who shall express to the Teacher his regret for his folly or indiscretion, as openly and explicitly as the nature of the case may require, and shall have given evidence of amendment, shall, with the previous consent of said Sub-Board, be reinstated to the privileges of the School.

No pupil shall be admitted to the privilege of any School while under sentence of suspension, unless by a vote of the Board of Trustees.

24. To preserve uniformity in the several schools, and to avoid unnecessary expense, the class books shall be such only as shall be authorized by the Board of Trustees.

25. No pupil shall be allowed to depart before the appointed hour for leaving school, except in cases of sickness or pressing emergency.

26. The use of tobacco in the public schools shall be strictly prohibited.

27. Each school may be divided into four classes with such sub-divisions as the Teacher may deem advisable.

28. Continued irregularity, frequent absence, tardiness of attendance, immoral conduct, a neglect on the part of parents and guardians to furnish the necessary school books, shall be sufficient reasons for suspension, unless satisfactory reasons be assigned by the parent or guardian.

29. Every pupil is required to observe rigidly all the rules of the school, and to obey promptly and precisely the directions of his Teacher. Good order and propriety of deportment are expected from all not only during school hours, but in coming to and leaving school; cleanliness in person and attire is expected, from all. In particular, they are required

to make no unnecessary noise within the walls of the building at any hour whatever, to keep all books clean, and the contents of desks neatly arranged, to enter and leave the room in a respectful manner and without unnecessary noise, and to quit the neighborhood of the school in a quiet and orderly manner immediately on being dismissed.

No pupil shall be allowed to throw pens, paper, or anything whatever on the floor, to spit on it, to mark, cut, scratch, chalk, or otherwise disfigure, injure, or defile any portion of the school building or any thing connected with it, to have a knife in school, to play at any game within the school-room, to use any profane or indelicate language, to nick-name any person, to throw stones or other missiles, to annoy or maltreat others, or do any thing that may annoy or disturb the neighborhood of the school. Every pupil shall have a daily exercise in Arithmetic; and one or more lessons shall be assigned to each pupil to study out of school. The pupils shall be prohibited from the use of keys to Arithmetic and Algebra.

TEACHERS.

30. The Teachers shall punctually observe the hours appointed for opening and closing the Schools, and irregularity in this respect shall be reported by the Sub-Board, wherever it exists to the General Board.

31. They will take care to be present at the school-house not less than ten minutes before the hour of commencing School, to see that the houses are well aired in summer, and warmed in winter, and swept, properly dusted, and arranged.

32. The school-room should be opened not more than 20 minutes before commencing school, unless a Teacher be present to prevent noise and injury to the room and furniture.

33. The Principal Teacher of each School is responsible for the discipline of the School, and the due execution of the rules and regulations of the General and Sub-Boards, and is accordingly invested with the authority needful to carry them into effect.

34. In the absence of the Principal Teacher, his duties will devolve upon the Senior Assistant present.

35. In cases when no rules have been made, the Teacher is invested with discretionary power, but required, in important cases, to refer to the Sub-Board for direction.

36. From time to time he shall carefully examine all the pupils in the different classes in all the studies to which they have attended.

37. The Teachers shall take care that the school-houses, the furniture, and apparatus in the same, and all the property of the city intrusted to their care, be not defaced or injured; it shall be their duty to give prompt notice to the respective Sub-Board, of any injury which may be done, with the names, if possible, of the person or persons so trespassing.

38. In addition to the register, class bills shall be kept, in which shall be noted the absence and tardiness of the pupils, and such notes of their class exercises as may exhibit a view of their advancement and standing, which shall at all times be open to the inspection of Trustees, and especially at the Annual Examination.

39. Tickets are to be given at regular times to each pupil on which shall be noted the amount of his or her absence and tardiness, and the general character of the pupils conduct and recitations. This should be returned with the parent or guardian's endorsement.

40. The Teachers may select, from time to time, the best pupils as Monitors, to keep the roll of absence and tardiness, and assist in making up the weekly reports. Whenever the Monitors shall faithfully discharge their duties, their names shall be reported to the Board, to be inserted in the records.

41. The Principals of all the Schools shall make to the Secretary of the Board, monthly returns of the number of the pupils belonging to the School at the close of the month, the average number in attendance, the number of school days, the time actually made, the number of pupils admitted and withdrawn, the number of days each pupil was present, the number punished corporeally, the names of any who may have been suspended, with reasons therefor, with the number of those present punctually every day through the month, and the names of those most distinguished for exemplary conduct and application. not exceeding two in each class, with such remarks as may be suggested by their experience.

42. The Teachers shall practise such discipline in the Schools as would be exercised by a kind, judicious parent in his family, and they shall avoid corporeal punishment in all cases where, in their judgment, good order and faithful performance of duty can be secured by milder measures.

43. For violent or pointed opposition to his or her authority in any particular instance, the Principal Teacher may exclude a pupil from school, for the time being; and thereupon shall inform the parent or guardian of the measure, with the reasons for it, and shall apply to the Sub-Board for advice and direction.

44. To promote the improvement of their pupils, it shall be the duty of the Teachers, as far as practicable, to exercise over them, as well out of school as within the walls of the school-rooms, a general supervision, particularly at the recesses; and, on all suitable occasions, to inculcate the principles of truth and virtue.

45. In cases of difficulty in the discharge of their official duty, or when any temporary dispensation in their favor is desired, the Teachers shall apply to their respective Sub-Boards for advice and direction.

46. To preserve the health of the pupils, the Teachers shall give vigilant attention to the ventilation and temperature of the school-rooms.

47. All recitations shall be heard by the Teachers only, and not by the pupils, unless in cases of absolute necessity.

48. The Teachers may devote at least one hour a week to lessons, in their respective schools, in which all the pupils may participate. Instruction may then be given in the composition and analysis of words and of sentences, punctuation, the use of capitals, the powers of the letters, spelling and defining, the construction of geometrical figures, simple lessons in drawing, or such other exercises as may suggest themselves to the Teachers, by which the interest of the pupils may be aroused, and intellectual and moral instruction imparted.

The Teachers are recommended to encourage the pupils to prepare specimens of writing, drawing, &c., and make, assort, and label collections of plants, minerals, the earths, &c., for the purpose of usefully and pleasantly occupying their leisure hours, supplying their friends, and making exchanges with other schools.

49. At the close of the School year the Principal Teacher of each School shall submit to the Board a condensed abstract of the Monthly Reports of the School for the year, stating the whole number of pupils admitted during the year, the number withdrawn, the number at the beginning and end of the year, the average attendance and the time in days actually lost by absence of pupils, with the names of the pupils most distinguished for good conduct, proficiency, advancement, and regular attendance.

ASSISTANT TEACHERS.

49. The Assistant Teachers are required, in their several departments of duty, to see that the rules of the school are rigidly enforced, and in the manner required by the Principal, and Sub-Boards. They will report to the Principal cases

which may require the exercise of his authority. They will receive from him or her, directions in reference to the mode of imparting instruction, of maintaining order, and of superintending their classes. They will execute such of the general duties of the school as may be assigned to them. A cheerful compliance with all directions, and a zealous co-operation with the Sub-Board, the Principal, and other Teachers, will be expected from each Assistant.

It shall be the duty of the Assistant Teachers to prepare the monthly reports of their respective pupils or departments, and transmit the same to the Principal Teacher of the school, to be enclosed or connected with his or her own, and sent to the Secretary of the Board.

APPOINTMENT OF TEACHERS.

50. Candidates for appointment will pass such an examination, in respect to their qualifications, as shall be satisfactory to the Board of Trustees.

Persons elected Teachers, unless from any cause their offices be vacated, will continue in office till the succeeding annual election, and may be assigned or transferred to such schools as the Board of Trustees may deem best for the public interests.

BOARD OF TRUSTEES.

51. The Board of Trustees will be governed in their proceedings, so far as the nature of the case will admit, by the rules of order adopted by the City Councils.

SUB-BOARDS.

52. It shall be the duty of the several Sub-Boards, in all cases, to confine the expenses of their respective schools within the limit of the appropriation made for their support.

53. It shall be the duty of the Sub-Boards to present to the Board at their monthly meetings all bills against their districts.

54. Every bill or account when presented shall be certified by two of the Sub-Board of the District, and before being paid shall be passed by a majority of the Board present at any meeting.

55. The Sub-Boards are expected to visit their respective schools, and render themselves familiar therewith, and in general to co-operate with the Teachers in their endeavors to remedy existing defects, and improve the discipline and instruction of the schools; and, from time to time, see that the pupils have been properly vaccinated.

56. The Sub-Boards are especially charged to have the necessary arrangements made for the accommodation of the pupils and Teachers, the ventilation and graduation of the heat of the school-rooms, and for fuel and stationery; and it is enjoined upon Teachers to attend particularly to the proper use of the means thus provided.

57. No books or stationery shall be purchased except upon an order signed by one member of the Sub-Board of the District, and only such as shall be deemed necessary for the supply of indigent pupils and for the general use of the schools.

58. Whenever books are loaned to indigent pupils the Principals shall charge them in a book kept for the purpose, and shall require them to be returned when the pupils leave school.

59. Semi-Annual Examinations shall be held in all the schools, under the direction of the General or Sub-Board; and every pupil who shall absent himself or herself from any such examination of the school where such pupil attends, shall be forthwith reported by the Principal to the Board, and such absence shall be deemed, unless for sufficient cause, a reason for suspension.

60. The Sub-Boards shall give their advice to the Teachers in any emergency, and they shall take cognizance of any difficulty which may have occurred between the Teachers and parents or guardians of the pupils, or between the Teachers themselves, relative to the government or instruction of the school. An appeal, however, to the whole Board is not hereby denied to any citizen or Teacher.

TREASURER.

61. It shall be the duty of the Treasurer to pay all bills that shall be approved by the Board, to keep correct books of his accounts, in which shall be entered an abstract of each account, the name of the payee, the date of such account, the time of its approval and payment.

62. He shall report at each monthly meeting of the Board a statement of the expenses of each Primary and District School during the preceding month, with the amounts expended and standing to the credit of the Board; semi-annually he shall furnish a full report of the school expenditures during the preceding half year.

SECRETARY'S DUTIES.

63. The Secretary shall have charge of the records of the Board, and all papers directed by them to be kept on file; he

shall keep a fair and full record of all the proceedings of the Board; he shall notify all stated and special meetings, the Instructors of their appointments, and he shall give such other notices as the Board may require.

64. Whenever required, he shall make the annual and other reports of the Boards. In the Annual Report shall be exhibited in detail the operations of the schools the past year, their present condition and future prospects, and the state of education in the city in general. He will endeavor, by occasional visits to the schools, to inform himself of their condition, and thus be able to suggest improvements and remedy defects.

65. When deemed expedient, he may call occasional meetings of the Teachers and citizens, to interchange opinions upon matters connected with school discipline and instruction, in order to create interest in the subject of public education as well as harmony of action.

66. He shall likewise prepare short abstracts of the proceedings of the Board for publication, and perform such duties connected with the administration of the Public School system as may from time to time be imposed upon him by the Board.

67. He shall also act as the Librarian of the Board, attend to the reception and delivery of the books, and see that all books are properly numbered and registered.

